

**NEVADA EDUCATOR PERFORMANCE FRAMEWORK
TEACHER & ADMINISTRATOR EVALUATION & SUPPORT MODELS**



NEVADA TEACHERS AND LEADERS COUNCIL (TLC)



**WHITE PAPER
RECORD OF SYSTEMS DEVELOPMENT &
ARCHIVAL RECORD OF THE DELIBERATIONS
OCTOBER 2011-JANUARY 2013**

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Task Forces

The TLC created three task forces: Indicators and Measures Task Force, Models Task Force and Classroom Observations Task Force. All three included broad representation of stakeholders and were designed to help guide the work of the TLC.

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Additional Ad-Hoc Groups

As needed, the TLC recommended additional working groups to help inform the recommendations of the Council. These groups included additional district stakeholders and were able to inform the work of the TLC in their deliberations to build a fair, valid, and reliable system.

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Executive Director, Nevada PEP

National Expertise Supporting the TLC

As the designated administrative support to the TLC, the Nevada Department of Education (NDE) accessed some of the highest quality technical assistance and expertise in the country to generate the development of a fully articulated and robust performance evaluation system that will support teachers and administrators in elevating student achievement. These experts include the following: Ms. Lynn Holdheide from the American Institutes for Research/National Comprehensive Center for Teacher Quality (TQ Center), Dr. Stanley Rabinowitz and Ms. Sujie Shin from Assessment and Standards Development Services at WestEd (ASDS); and Dr. Margaret Heritage, Dr. Barbara Jones, and Ms. Sandy Change at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Further undergirding the work of the TLC was expertise made available through the resources of WestEd's Southwest Comprehensive Center, through which Nevada has been a member of a four-state cohort collaborative since October of 2010, and engagement in CCSSO's State Collaborative for Educator Effectiveness (SCEE), which Nevada joined in 2011. Finally, the resources available through Nevada's receipt of a grant from the National Governors Association (NGA) were instrumental, including the expertise of Dr. Tabitha Grossman and communications consultant Ms. Cary Baird.

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I. The Nevada Teacher and Leaders Council (TLC)

Overview

This *Systems Development White Paper* sets forth the Nevada Educator Performance Framework, including the teacher and administrator evaluation models established by the Nevada TLC. It is expected that this document will be useful in informing diverse stakeholders about the work of the TLC, and that it will be especially relevant for Nevada school districts as they plan revisions to existing teacher and administrator evaluation systems. The document explains why this change is happening, describes the background behind the creation of the TLC, and addresses the opportunities and the work of the TLC. The paper also documents the beliefs the TLC identified which drove the final recommendations, the goals and purposes of the evaluation system, and the categories of performance against which teachers and administrators will be evaluated. Also noted are considerations with regard to balancing local autonomy and priorities with statewide uniformity, as well as initial thinking with regard to purposefully phasing in a new statewide evaluation system including the necessity to conduct a carefully-designed validation study. The glossary contains a set of definitions to support understanding of the terms associated with the development of the performance evaluation system and the content of this document. Finally, the minutes of each meeting of the TCL are archived in this document.

Context: The Need for Systems Change

National research (Reform Support Network, 2011) has demonstrated that too few current educator evaluation systems are effectively used to: (1) provide teachers and administrators with the training and tools they need to be effective; (2) better identify and meet individual professional development needs; (3) provide targeted intervention to help struggling educators; (4) make personnel decisions; and (5) reward the accomplishments of effective educators. Implementation of evaluation systems has been perceived as a perfunctory exercise, with insufficient measurement of characteristics directly linked to student achievement. In a national analysis of evaluation systems, the New Teacher Project study *The Widget Effect* (2009) found many design flaws with evaluation systems, including:

- infrequent evaluations;
- evaluations not focused on behaviors and practices having an impact on student learning;
- evaluation ratings of “satisfactory” and “unsatisfactory”, a “pass/fail” system making it impossible to differentiate great teaching from good, good from fair, and fair from poor, and whereby 99% of educators in many districts earned a “satisfactory” rating
- evaluations that did not provide useful feedback on classroom instruction; and
- lack of use of evaluation results to make important decisions about development, compensation, tenure or promotion.

At the same time that evaluation systems have come under fire, years of research tell us that providing students with effective teachers is the most important variable for achieving student success (New Teacher Project, 2009). Key to this success is the articulation of expectations for teachers and the implementation of models of supervision that are aligned to standards. We also know that effective teachers must be supported by effective administrators. Quality Counts (2012) gives Nevada an overall

grade of "C"- for the teaching profession, with a "C" for accountability for quality and a "D" for building and supporting capacity, ranking the state 48th overall. Clearly change is needed within the state.

Ten years of collecting and analyzing “highly qualified” personnel data, as gathered in response to the *No Child Left Behind Act* (NCLB), have revealed that assessing educator capacity and impact requires much more than consideration of licensure and years of experience. Accordingly, national and state reform agendas to improve educational outcomes for PreK-12 students have begun in earnest in the last three years to shine a spotlight on educator evaluation systems. As spurred by the Obama administration’s *Blueprint for Reform*: The reauthorization of the *Elementary and Secondary Education Act* (ESEA), competitive *Race to the Top* funding was made available to incentivize states and districts to focus on assessing and developing educator capacity, including using student achievement data as a central measure to diagnose and classify educator success. In 2010, then-Governor Gibbons created the Nevada Blue Ribbon Task Force, which was charged with developing a set of recommendations for an overall reform of public education for Nevada's children. A central tenet that emerged on the reform agenda was that every student should be taught by a great teacher and every school building should be led by a great administrator. Also emerging from this effort was the conclusion that in order to accomplish these outcomes, changes were needed in Nevada statute and regulations, including a need to establish a uniform performance evaluation system for Nevada educators.

Nevada’s Directive

In 2011, Assembly Bill 222 -- as approved in a bi-partisan vote of the Nevada Legislature and embraced by Governor Sandoval -- authorized the creation of the TLC and required that body to submit models for teacher and school administrator evaluations to the State Board of Education for approval. A preliminary set of recommendations was presented to the Board on June 1, 2012, with final models presented to the Board on December 14, 2012. The newly-reconstituted State Board of Education (January 2013) was charged with adopting regulations to guide implementation of the Nevada Educator Performance Framework. Purposeful efforts were undertaken to fully inform the newly elected and appointed state board members of the work undertaken by the TLC.

AB 222 specifically states that teachers and administrators are to be:

- evaluated using multiple, fair, timely, rigorous and valid methods which includes pupil achievement data (as required by NRS 386.650) to account for at least 50% of the evaluation;
- evaluated on use of practices and strategies to involve and engage the parents and families of pupils in the classroom;
- afforded a meaningful opportunity to improve their effectiveness through professional development that is linked to their evaluations;
- provided the means to share effective educational methods with other teachers and administrators throughout the State; and
- classified under a four-tier design in which each teacher and administrator must be rated as highly effective, effective, minimally effective, or ineffective.

AB 222 created a 15-member TLC, with 11 of the membership selected by Governor Sandoval from recommendations made by stakeholder groups and the remaining 4 approved by the state superintendent and the Nevada System of Higher Education (NSHE) chancellor. Members of the TLC bring expertise in PreK-12 standards, curriculum, pedagogy, assessment, personnel evaluation, professional development, parent involvement, and public policy, which are the critical elements identified in driving Nevada's next generation accountability system.

The TLC began meeting in October 2011 and concluded the first phase of their work in December 2012 with an appearance before the State Board of Education to begin the regulatory process. Across the fifteen-month period of model development, the TLC and associated task forces met on more than 25 occasions. All TLC meetings were open to the public, and time for public comment was reserved at each meeting. All meeting minutes (see appendix) and related documents can be found at http://www.doe.nv.gov/Boards_Commissions_Councils/Commissions_and_Councils/Teachers_and_Leaders_Council/Archive_Page/

Consistent with the legislative charge, the TLC continues to meet to further develop the statewide uniform performance evaluation system for Nevada educators and to apply the results of the validation study to refine the evaluation system during its implementation.

II. The Future of Educator Evaluation and Support in Nevada

Introduction

Enhancing educator evaluation presents Nevada with an unprecedented opportunity for systemic reform that can initiate the process of repositioning Nevada at the top in education. Educator evaluation serves as the foundation to increasing educator effectiveness and retention, and to equitable distribution of effective teachers and administrators. Nevada has an opportunity to recognize this strong connection by aligning educator preparation and licensure, student standards, curriculum and instruction, and professional in-service with educator performance evaluations.

Promoting educator voice in the design and implementation of performance evaluation is imperative so that the model is fair, accurate, and useful for the stakeholders it is designed to support. Therefore, educators are integral to the design process. Building a system whereby educators consider the process advantageous, and as happening with them and not to them, will go a long way in gaining stakeholder support and improving teacher capacity and student outcomes. Such a system presents opportunities for:

Students to:

- be taught and supported by a highly effective educator;
- meet academic expectations – graduating from school college- and career-ready;
- take on ownership for their own learning; and
- have a voice in determining the performance evaluation of educators.

Educators to:

- positively impact the achievement of students in Nevada;
- grow professionally through targeted, sustained professional development and other supports;
- monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- reflect upon practice and take ownership for their professional growth; and
- participate in constructive dialogue and obtain specific, supportive feedback from evaluators.

Districts/Schools to:

- ensure all students are taught by a highly effective educator;
- ensure that all educators are adequately supported;
- allocate resources and supports based upon identified needs;
- make more informed human capital decisions;
- provide educators with clear performance expectations aligned to professional responsibilities; and
- acknowledge and reward educators for effective practices.

Guiding Beliefs for a New Educator Evaluation System

The following beliefs support an underlying vision for all educators and guided the TLC in the development of a statewide uniform performance evaluation system for Nevada educators. It is the clear intent of the TLC to promote educator effectiveness so that all students master standards and attain essential skills to graduate high school ready for college and highly skilled for career success.

Accordingly, the TLC believes that:

- all educators can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- an effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- the evaluation process will engage stakeholders in a collaborative process that informs practice and positively influences the school and community climate;
- the evaluation system must include student, teacher, and administrator achievement and performance as measured over time using multiple measures, multiple times, over multiple years;
- an effective evaluation system must include observation of practice;
- educator evaluations must be consistent with and supported by federal, state, district, and school-level systems;
- a consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system;
- the evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves;
- the evaluation system must be implemented with fidelity, ensuring that all educators and evaluators are adequately trained; and
- an effective evaluation system must hold educators accountable for student achievement by including in individual teacher evaluations the achievement data for students in their classrooms, and including in individual administrator evaluations achievement data of students in their schools, to the extent that valid measures are available.

III. Overall Educator Evaluation Framework

Evaluation System Goals

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators' effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

Main Purposes of the Evaluation Framework

The overall purpose of Nevada's Educator Performance Framework is to identify effective instruction and leadership, and to establish criteria to determine:

- whether educators are helping students meet achievement targets and performance expectations (*supports goals 1 & 4*);
- whether educators are effectively engaging families (*supports goals 1 & 2*);
- whether educators are collaborating effectively (*supports goals 1, 2, & 3*);
- the professional development needs of educators (*supports goals 1, 2, 3 & 4*);
- information on which to base human capital decisions including rewards and consequences (*supports goal 3*); and
- whether educators are using data to inform decision making (*supports goals 1, 2 & 4*).

Statewide Uniformity & Local Implementation Considerations

The TLC engaged in dialogue with stakeholders statewide and collaborative partners to determine the role of the state in providing guidance and oversight to local educational agencies (LEAs) or districts in developing, validating, implementing, and improving educator evaluation systems. Accordingly, the TLC recommended that the state develop a model evaluation process, inclusive of the rubrics to measure performance that a district may adopt and implement. Districts should also have the flexibility to modify the state rubric or develop their own as long as certain parameters are met and the model/rubric has been vetted through an approval process by the State education agency (SEA) or Nevada Department of Education (NDE). As such, districts must either adopt the State rubric or submit for approval applications for local flexibility. The applications must include the rubric, including a demonstrated alignment within the state standards, statutes, and indicators and a level of assurance that the five (5) high leverage instructional standards for teachers and four (4) high leverage instructional leadership standards for administrators (described in further detail in subsequent sections) will be measured and supported. Such an approach allows district models to address district priorities and needs, while also fostering a coherent and aligned system that measures and supports teacher and leader practice in implementing the high leverage instructional principles with fidelity. This concept aligns with the stated "loose-tight" paradigm upon which Nevada's new accountability system is founded.

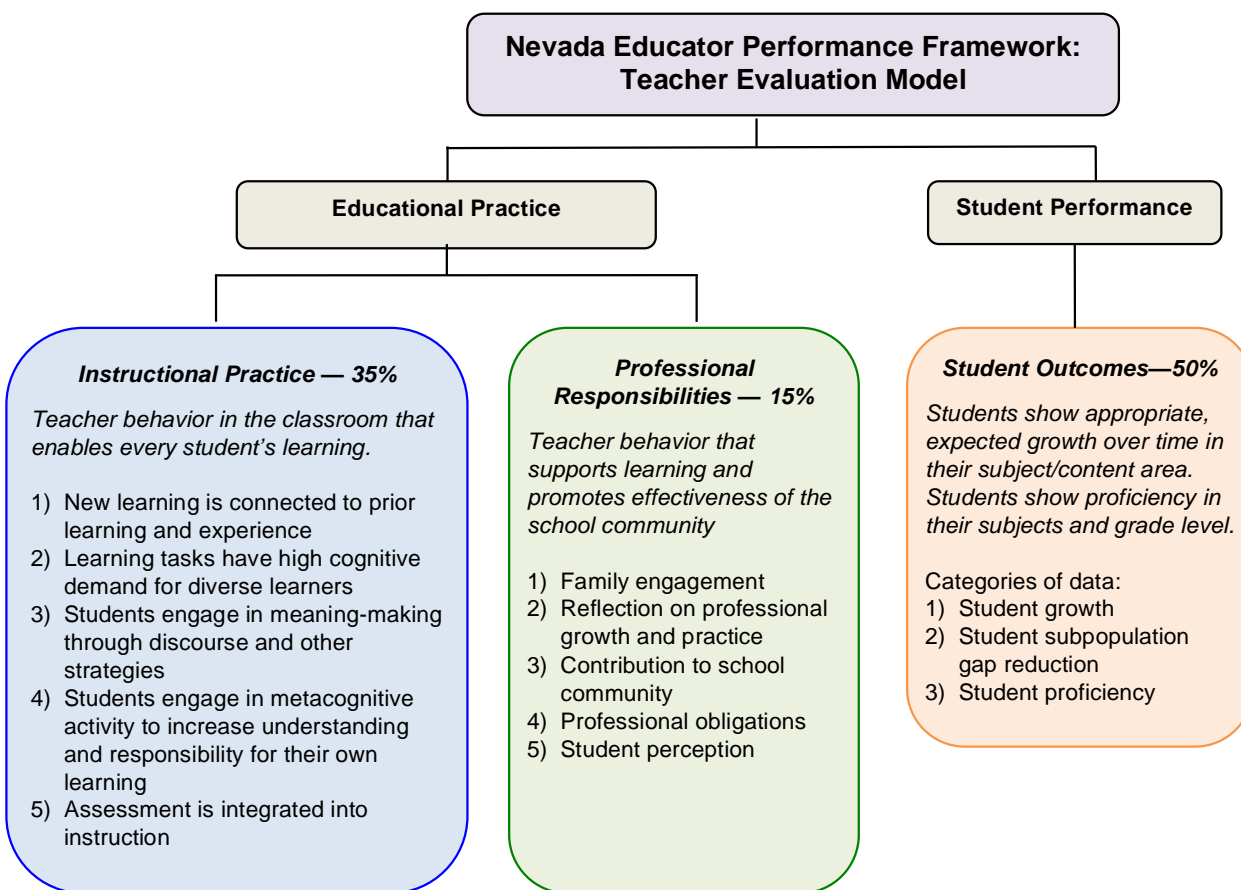
The approval process for any district-submitted requests for flexibility regarding the Teacher and Administrator Evaluation Frameworks will be developed by the NDE with stakeholder input, including district representatives, parents, teachers, and others as deemed appropriate. It is projected that the state will form a Technical Advisory Committee (TAC) comprised of nationally recognized experts who will, along with reviewing non-tested subject assessments, also review proposed local plans and provide guidance on suggestions for enhancing, refining, and/or modifying local plans to ensure that necessary technical considerations are met with regard to those strict criteria established in state statute and regulation.

IV. Teacher Evaluation

Overview of the State Framework for Teacher Evaluation Systems

The working framework represented below characterizes the TLC model for categories of performance/evidence in which teachers will be evaluated:

Figure 1: Nevada Teacher Evaluation Framework



Teacher Quality Standards

The TLC has established a model that assesses teacher performance across two overarching categories: (1) Educational Practice and (2) Student Performance. Under the Educational Practice categories are two critically important domains: (a) Instructional Practice and (b) Professional Responsibilities. The Instructional Practice domain sets the parameters for measuring the teacher behavior delivering instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities domain addresses the parameters for everything a teacher does outside of instruction

to influence and prepare for learning at the highest level in the classroom and promote effectiveness of the school community.

These domains have been determined in response to a rigorous review of existing standards, including the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Board for Professional Teaching Standards (NBPTS), as well as examples of other state standards such as Iowa, Colorado, and Delaware. The TLC was guided by the work of an established task force, which reviewed existing standards, removed any duplication, and ensured alignment. The TLC analyzed various exemplars and created standards that align with the TLC's established beliefs, goals, and purposes.

The TLC made a deliberate decision to focus on high leverage instructional practices based on input from guidance by national experts and with the reinforcement of research demonstrating that by narrowing the scope to the assessment of instructional practice and professional development, the TLC will broaden the depth and breadth of the system. These standards are based on a vast body of empirical evidence demonstrating an immediate and important connection to fostering student success in post-secondary environments by building students' 21st century skills so that they graduate college and are career-ready.

Teacher High Leverage Instructional Standards

Table 1: High Leverage Instructional Standards

Standard 1: New Learning is Connected to Prior Learning and Experience	Indicator 1: The teacher activates all students' initial understandings of new concepts and skills. Indicator 2: The teacher makes connections explicit between previous learning and new concepts and skills for all students. Indicator 3: The teacher makes clear the purpose and relevance of new learning for all students. Indicator 4: The teacher provides all students opportunities to build on or challenge initial understandings.
Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners	Indicator 1: The teacher assigns tasks that purposefully employ all students' cognitive abilities and skills. Indicator 2: The teacher assigns tasks that place appropriate demands on each student. Indicator 3: The teacher assigns tasks that progressively develop all students' cognitive abilities and skills. Indicator 4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies	Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students. Indicator 2: The teacher provides opportunities for all students to create and interpret multiple representations. Indicator 3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships. Indicator 4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.
Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	Indicator 1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it. Indicator 2: The teacher structures opportunities for self-monitored learning for all students. Indicator 3: The teacher supports all students to take actions based on the students' own self-monitoring processes.
Standard 5: Assessment is Integrated into Instruction	Indicator 1: The teacher plans on-going learning opportunities based on evidence of all students' current learning status. Indicator 2: The teacher aligns assessment opportunities with learning goals and performance criteria. Indicator 3: The teacher structures opportunities to generate evidence of learning during the lesson of all students. Indicator 4: The teacher adapts actions based on evidence generated in the lesson for all students.

As recommended by the TLC, the performance indicators for each standard and the corresponding rubrics were developed by Dr. Margaret Heritage of the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST), and her team (See

Appendix A for the completed rubrics with each of the indicators build out across the four performance levels). The rubrics and associated performance levels to assess the indicators were designed to look at teacher and student behavior, with a focus on outcomes, not process results. Dr. Heritage and her team prepared a research synthesis documenting the empirical research supporting the focus on these five (5) high leverage instructional standards (See Appendix B).

Also noteworthy is the attention the TLC paid, although in smaller measure, to those things that educators do outside of their direct instructional engagement with students, called *Professional Responsibilities* within the Nevada framework, to influence student performance. Most states include both instructional practice and professional responsibilities in their educator effectiveness evaluation systems, although they are not typically pulled apart as two separate domains. The TLC chose to do this because of a desire to send a strong message concerning the importance of highly effective instruction and the need for the alignment of professional development in these areas. Additionally, the TLC believes that while professional responsibilities are important, more weight should be given to actual instruction with students since this is the most important lever for student success. Family engagement is established as a specific focus strategy for Nevada educators, and is somewhat unique to our state.

Teacher Professional Responsibilities Standards

Table 2: Professional Responsibilities Standards

Standard 1: Commitment to the School Community	Indicator 1: The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students. Indicator 2: The teacher takes an active role in building a professional culture that supports school and district initiatives. Indicator 3: The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.
Standard 2: Self-Reflection and Professional Growth	Indicator 1: The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice. Indicator 2: The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community. Indicator 3: The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities. Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Standard 3: Professional Obligations	Indicator 1: The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. Indicator 2: The teacher models integrity in all interactions with colleagues, students, families, and the community. Indicator 3: The teacher follows policies, regulations, and procedures specific to role and responsibilities.
Standard 4: Family Engagement	Indicator 1: The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress. Indicator 2: The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning Indicator 3: The teacher informs and connects families and students to opportunities and services according to student needs.
Standard 5: Student Perception	Indicator 1: The students report that the teacher helps them learn. Indicator 2: The students report that the teacher creates a safe and supportive learning environment. Indicator 3: The students report that the teacher cares about them as individuals and their goals or interests.

The teacher professional practice standards are also based on empirical evidence and were selected to specifically support improvements in teacher practice (see Appendix C). When the State Board of Education adopts the standards and indicators for the professional practice domain, the performance levels will be developed.

Teacher Measures of Student Performance

The TLC recommends the remaining category to evaluate educator performance be based on Student Performance – under which there is one domain: Student Outcomes. The Student Outcomes domain includes data that reflect that students show appropriate, expected growth over time in their subject/content area, as well as show proficiencies in their subjects and grade level and is accurately and appropriately attributed to the teacher.

As indicated at the onset of this document and reflected within the Council’s guiding beliefs, linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As states and districts implement new educator evaluation models, advances in research and promising practices are anticipated. As new research and information emerges through national and Nevada validation efforts (described in further detail in subsequent sections), the Nevada approach to measuring student growth will be adapted accordingly.

Therefore, the TLC’s current recommendations concerning measures of student growth for use in individual teacher evaluations are made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations. The TLC also paid close attention to the potential unintended consequences that could result if the appropriate validation and testing did not occur. Consequently, provided below is the TLC’s recommendation for measures of student growth as it currently stands. The TLC recommends that the Student Outcomes domain include measures of:

- student growth
- student proficiency
- contributions to the reduction of subpopulation achievement gaps

The use of this index format is intentionally designed to align with the state’s approach to measuring school success through the Nevada School Performance Framework (NSPF), as described in Nevada Elementary and Secondary Education Act Flexibility Request (i.e., ESEA waiver application). Included within are both student proficiency (did student meet the goal) as well as student growth (student achievement over time) and reduction of the achievement gap for students in poverty, who are English Language Learners, and/or have been identified with a disability. The decision of the TLC to include measures of both student growth and also status/proficiency in the Student Outcomes measure puts Nevada in a group with only six (6) other states. Data presented at the November 2, 2012 meeting shows that 32 states use only growth measures in this indicator, one uses only status/proficiency, seven (including Nevada) include both growth and status, and in 11 states it was not possible to determine which measures were included.

Teacher Evaluation Cycle

The TLC defined the teacher evaluation as a year-long process with multiple components. The annual evaluation cycle begins with teacher self-assessments, which includes, but need not be limited to, a self-assessment based on the five high level instructional standards, and a pre-evaluation conference between the teacher and supervising administrator that includes identification of an instructional focus as illustrated below:

Figure 2: Rating-Driven Evaluation Cycle

Rating-Driven Evaluation Cycle			
	3 Times Per Year (minimum)	2 Times Per Year (minimum)	1 Time Per Year (min)
Educator Classification	<ul style="list-style-type: none"> Probationary Educators Educators previously rated as Minimally Effective Educators previously rated as Ineffective 	<ul style="list-style-type: none"> Post-probationary Educators previously rated as Effective 	<ul style="list-style-type: none"> Post-probationary educators previously rated as Highly Effective
Self Assessment	Prior to first Evidence Review	Prior to first Evidence Review	Prior to Evidence Review & recommended within 50 days of start of instruction
Reflection Meeting Analysis Goal Setting Plan Development	Prior to the first Evidence Review	Prior to the first Evidence review	Prior to Evidence Review and recommended within 50 days of start of instruction
Evidence Review* Data Collection and Collaborative Conferencing Observation Process Artifacts, Documentation	<ul style="list-style-type: none"> 1st Review, within first 40 days of start of instruction; 2nd Review, no later than 80 days of start of instruction; 3rd Review, within 120 days of start of instruction 	<ul style="list-style-type: none"> 1st Review, within first 80 days of the start of instruction; 2nd Review, no later than 120 days from start of instruction 	<ul style="list-style-type: none"> Within first 120 days of start of instruction
Educator Professional Growth Planning and Delivery (targeted PD)	<ul style="list-style-type: none"> Following 1st Evidence Review Following 2nd Evidence Review Following 3rd Evidence Review 	<ul style="list-style-type: none"> Following 1st Evidence Review Following 2nd Evidence Review 	<ul style="list-style-type: none"> Following Evidence review
Summative Evaluation	Performance Rating Assigned, based on Evidence. The Summative Evaluation forms the baseline data for the annual cycle in the subsequent school year.		
*Exceptions to these timelines are allowable given extenuating circumstances; district is responsible for monitoring exceptions.			1

Evaluation Cycle Requirements

Observations:

Observations can be conducted by administrators and other authorized personnel. Training for observers is required. The supervising administrator must conduct:

- at least two (2) of the three (3) observations for an ineffective/minimally effective/probationary teacher

- one (1) of the two (2) observations for an effective teacher
- one (1) observation for a highly effective teacher

An announced observation will consist of a pre-observation review with the evaluator and the teacher, an observation based upon the high leverage instructional principles, and a post-observation review. The pre- and post-observation review will include a list of standardized questions and potential artifacts/evidence review, as requested by the observer.

Unannounced observations follow the same procedure as announced observations except for the requirements for a pre-observation review and a minimum 20-minute duration. Post-observation reviews for announced and unannounced observations can be combined into a single meeting regardless of the length of time between the observations. Unannounced observations may be conducted throughout the year, at the discretion of the evaluator, with no minimum or maximum.

Pre and Post Conferences: The TLC recommends that each observation is preceded by a Pre-Evaluation Conference. This provides the teacher an opportunity to describe the student needs, evidence behind the instructional strategies used, and the primary objectives of the lesson. The TLC recommends the teacher leads these discussions and provide the evidence and rationale for the basis of the instruction and facilitated activity during the lesson. The TLC further recognizes the professional development needs to ensure that teachers are adequately prepared to lead such a discussion and recommends professional development be an essential feature of the model roll-out.

The Post Observation Conference should be a joint discussion between the educator and evaluator. This is a time in which the evaluator should provide explicit feedback on performance with the teacher. Professional learning needs would be discussed and identified. Again, training for the evaluator in how to provide explicit and constructive feedback is essential.

Differentiating the Evaluation Cycle

During the initial pilot years, the TLC recommends that the evaluation process be modified according to level of experience and performance level as specified below:

Each announced classroom observation, as one component of the teacher evaluation, needs to be conducted for a minimum of 20 minutes. The minimum number of classroom observations would be differentiated according to teacher experience and performance as described below:

- Three (3) for probationary
- Three (3) for ineffective
- Three (3) for minimally effective
- Two (2) for post-probationary effective
- One (1) for post-probationary highly effective

Review of Student Outcomes Data

Year-to-year Student Outcomes data must be reviewed as part of the evaluation cycle and used to guide professional development decisions. The use of Student Outcomes domain for high-stakes decision making for post-probationary teachers must include 3 prior years of student achievement data. This is founded upon the need to utilize the current year's data in the analysis for identifying professional development decisions, while realizing that high stakes decisions need to be made using 3 prior years of student achievement data due to the need to be technically defensible, and to address issues associated with timing of data return from test vendors from spring CRT administrations which occur in May, annually, per statutory requirements.

The student achievement data for any given year will be reviewed during the Pre-Evaluation Conference of the following year, and included in the calculation of the Student Outcomes domain score beginning the following year. As referenced above, student assessment data will not be available for analysis until mid-July, making its inclusion in the end of the year post evaluation impractical under the present test results schedule. The TLC understands this delay in accountability is undesirable and recommends that changes be made as soon as possible to include student assessment data in the evaluation of the same contract year.

Evaluation Process Timeline

The following chart depicts the TLC timeline for conducting the evaluation process. Exception to strict adherence to the timeline is allowed when conditions merit (e.g., comparatively large numbers of probationary, minimally effective, and/or ineffective teachers; emergencies; anomalies in school calendar.) District administrative personnel are expected to provide oversight to exceptions with additional oversight provided from the state.

Table 3: Evaluation Process Timeline

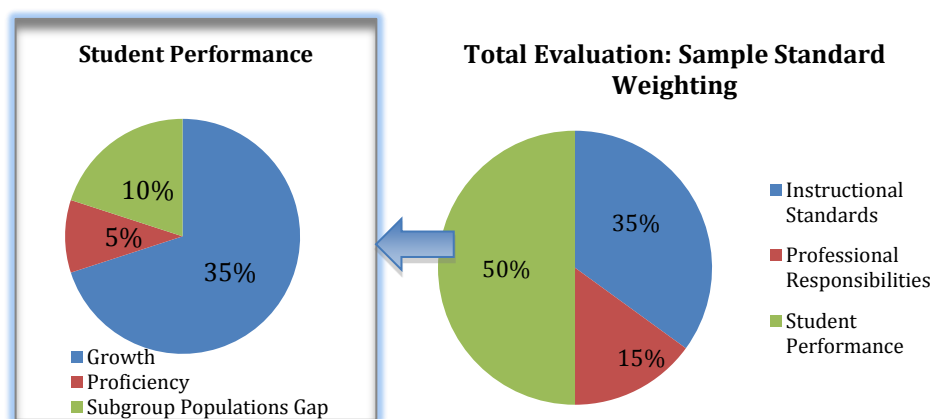
	3x a year (Probationary teachers or teachers with a rating of Minimally Effective or Ineffective)	2x a year (Post-probationary teachers with a rating of Effective)	1x a year (Post-probationary teachers with a rating of Highly Effective)
Pre-Evaluation Conference (Teacher Self-Assessment and identified area(s) of instructional focus)	Prior to the first observation	Prior to the first observation	Prior to the first observation and recommended within 50 days of the start of instruction
1 st observation	Within first 40 days of the start of instruction	Within first 80 days of the start of instruction	Within first 120 days of the start of instruction
2 nd observation	No later than 80 days of the start of instruction	No later than 120 days of the start of instruction	
3 rd observation	Within 120 days of the start of instruction		

Measuring Performance and Weighting Results

Significant meta-analyses of the research on teaching and leading have guided the TLC to recommend a system that focuses upon five high leverage instructional standards for teachers. The research is clear that if educators are supported to master these elements and apply them with fidelity across environments, students, and subjects, positive student achievement will result. A focused, deep orientation will yield tremendously greater gains than will a system that includes too many components for evaluators to understand and measure, and too unfocused a system of professional development. Therefore, the TLC recommends that the performance as assessed under these two domains within the Educational Practice category will constitute 50% of a teacher's evaluation with 35% for the high leverage instructional practices and 15% for professional responsibilities.

As per SB 222, the TLC recommends the remaining 50% of a teacher's evaluation come from the third category — Student Performance —under which there is one domain: Student Outcomes. Under Nevada's draft guidelines, the index below will be used to measure performance within the Student Outcomes domain during a pilot process with student growth at 35%, student proficiency 5%, and contributions to reduction in subpopulations gaps 10%. The graphic below illustrates how the various measures will compose an evaluation cycle and results for a standard teacher:

Figure 3: Total Evaluation: Sample Standard Weighting



The TLC recommends a reevaluation of the initial weightings after validation of the Teacher Evaluation Framework (see Validation and Implementation section below), with the possibility of shifting additional weight toward the Instructional Practice domain. These percentages may be recommended for change as a result of lessons learned during pilot efforts and as student data is validated (see Implementation and Validation section below).

Differentiating the Evaluation Framework

The TLC is committed to development of a comprehensive evaluation framework that will be applied to all teachers. However, while it is expected that all teachers be evaluated relative to the standards and indicators in the Instructional Practice and Professional Responsibilities domains, data from the Student Outcomes domain will be applied differently depending on the teacher's assignment and the availability of valid student data.

Accordingly, the TLC recommends that the student performance domain be differentiated in 3 distinct groupings:

- Group 1: Teachers in state tested grades and subjects [as defined by NRS 391.311]
- Group 2: Teachers in non-state tested subjects and grades [as defined by NRS 391.311]
- Group 3: Specialist Personnel (e.g., related services, librarians) [as defined by NRS 391.031]

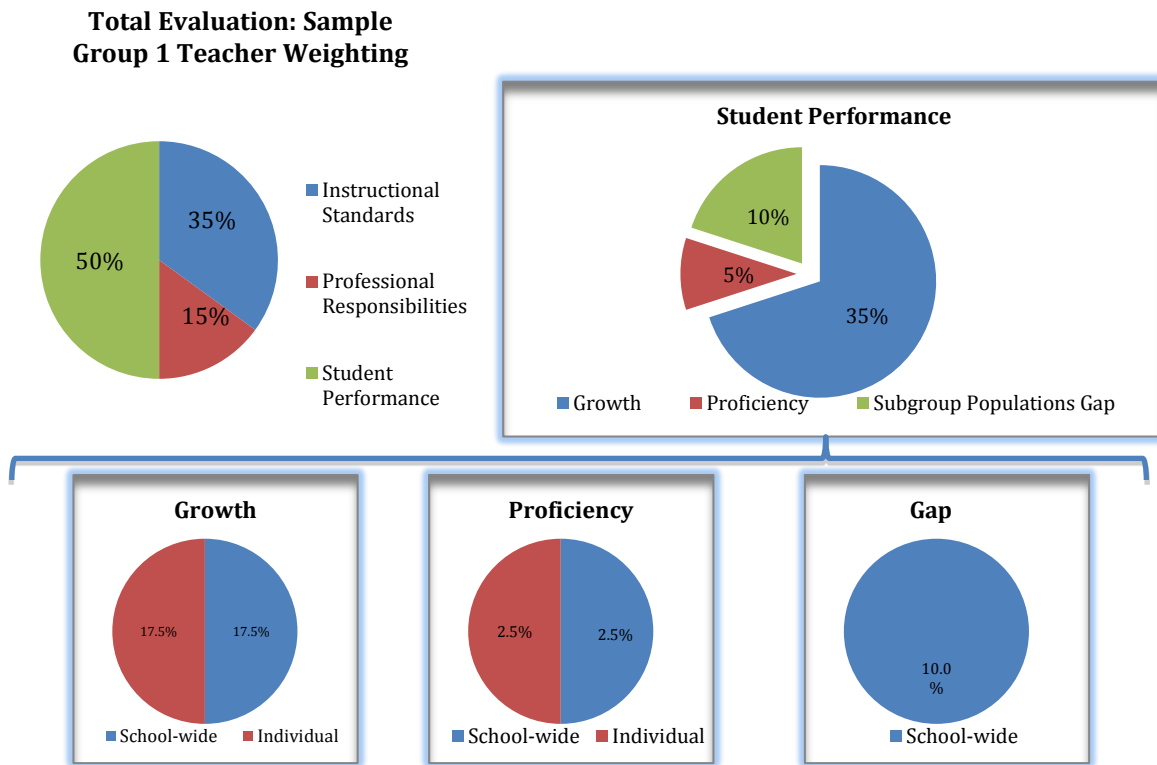
With respect to describing the membership criteria for Group 1 and Group 2 teachers, the committee recommends the following:

Table 4: Membership Criteria for Group 1 and Group 2 Teachers

	Group 1	Group 2
Grade levels	4-8	K-3, 9-12
Subjects	ELA and/or Math	K-3, 9-12: any subject 4-8: all other subjects (not ELA or Math)
Number of valid student growth scores	15 or more	Not applicable until appropriate assessment tools are in place to establish individual teacher growth and status measures.
Assessment availability	CRT assessments currently available	Student Growth and Proficiency/Status are calculated at the aggregate school level for Group 2 until appropriate assessment tools are in place to establish individual teacher growth and status measures.

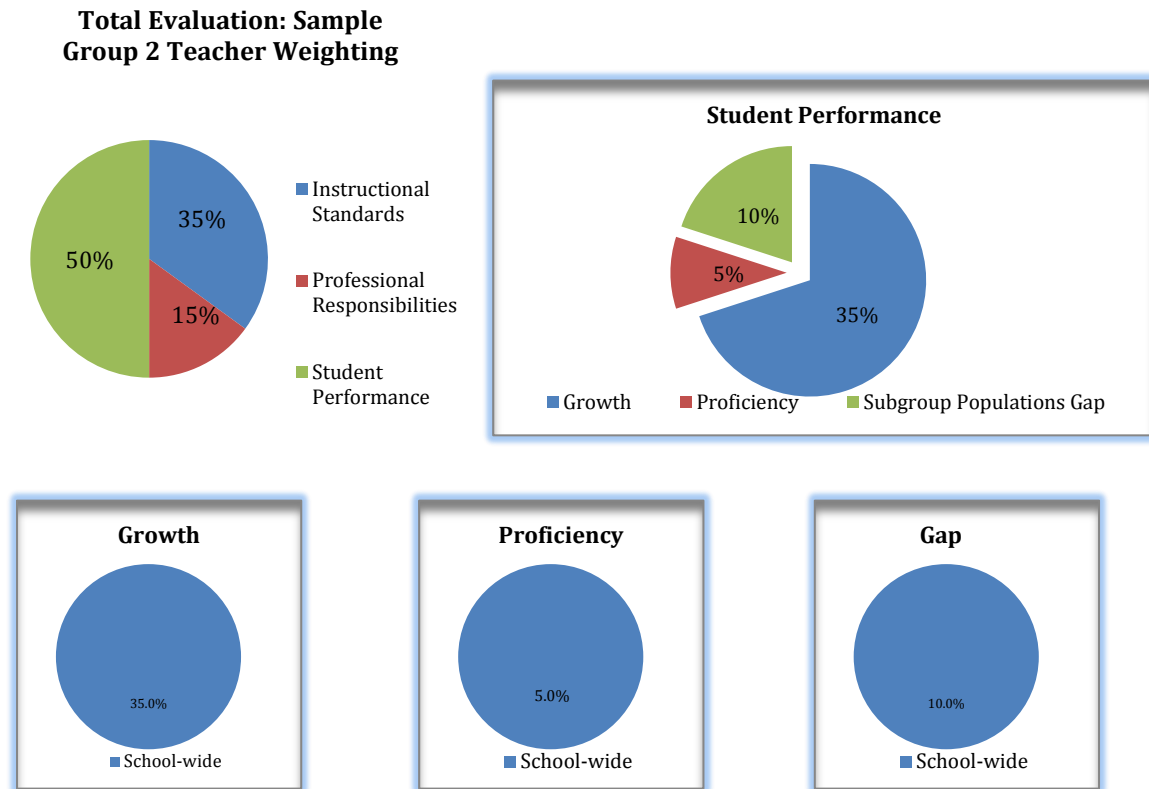
The TLC anticipates that Group 1 and Group 2 measures and corresponding weights will vary as measures and data are validated. The TLC recommends that the state and districts pilot various models of measuring and attributing student growth to inform modification in the student performance domain. As measures are piloted and validated, models and weighting of student growth will be adjusted as appropriate. However, during the initial implementation, the weighting of student growth for group 1 and 2 teachers will be as follows:

Figure 4: Group 1: Teachers in Tested Subjects and Grades (as per the business rules depicted above):



As depicted above the TLC recommends that for those teachers who teach in grades and subjects assessed through the State Assessment System, their Student Outcomes score come from a combination of individual scores and school-wide aggregate scores - minimally the combination of school-wide and individual teachers' test score data should be no less than 50% for the individual teachers, with a goal of increasing the individuals' test score attributions subject to pilot study validations of reliability and validity.

Figure 5: Group 2: Teachers in Non-Tested Subjects & Grades (as per the business rules depicted above):



Given the lack of available data with technical rigor, the TLC is recommending that teachers in non-tested grades and subjects receive student outcome scores based on school-wide data. The TLC recognizes the advantages of using an aggregate school level score as a measure of growth in that it will foster a culture of accountability for all students, the degree to which the school aggregate provides specific feedback on performance to individual teachers is limited. As such, the TLC recommends that the use of school aggregate include a sunset date of not later than two years from the date of adoption. The TLC strongly suggests that as district determined measures are developed, identified, validated, and approved through the TLC recommended Technical Advisory Council described above, the use of aggregate school level data be reduced and district determined, validated, and state approved measures be used. The TLC recommends the increase of individual teacher data in the student outcomes domain over time.

The TLC recommends that the teacher groups above allow for exceptions to the system to accommodate exceptional school circumstances based on student body size and/or student population characteristics (e.g., correctional facilities, segregated schools, highly-at-risk students, populations based on second language or poverty, etc.). Such exceptions will be monitored through the district and state offices.

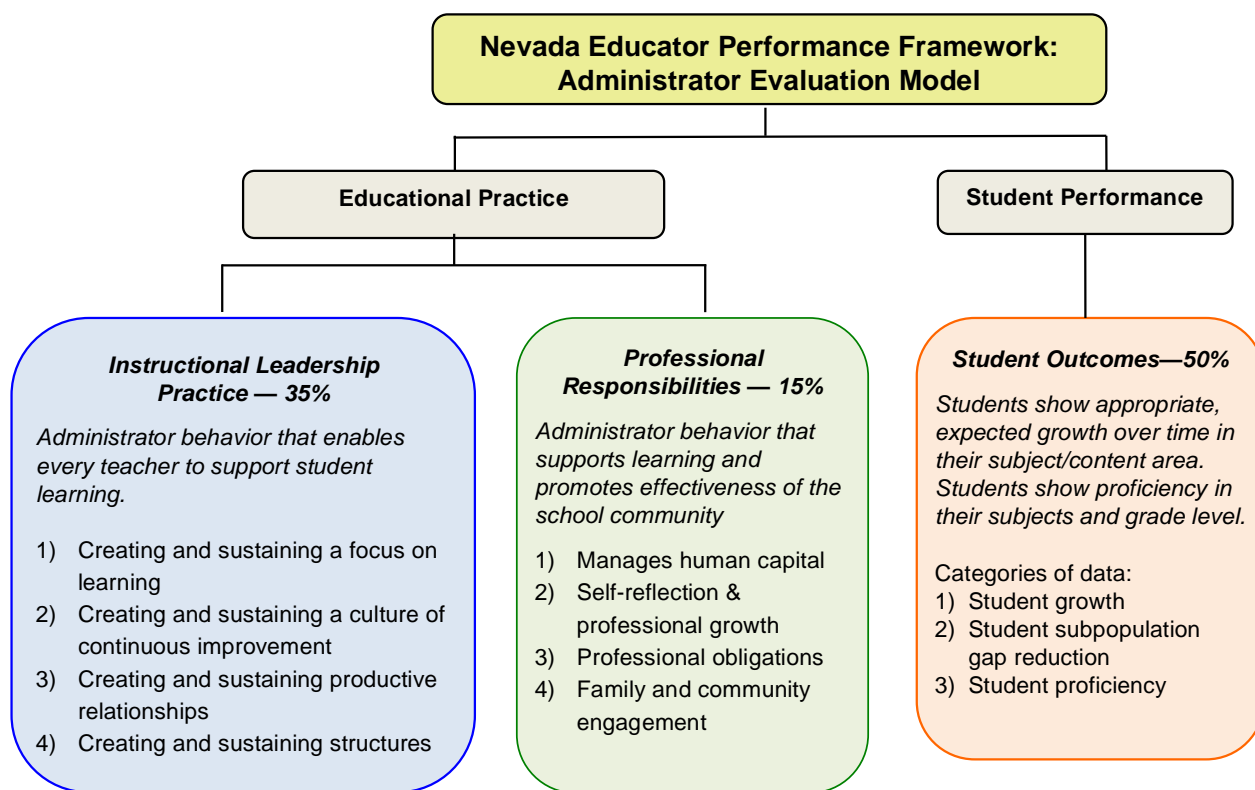
Group 3: SB222 requires the evaluation of licensed teachers and leaders, therefore specialists personnel are not required to be part of the state-wide evaluation model. Members of the TLC believe all school personnel are instrumental to fostering improved student performance so recommend to the Board of Education that NRS 391.460 be modified for the inclusion of specialist personnel as part of a statewide performance evaluation system provided that certain parameters are met and include provision of some assurances for evaluation framework flexibility to account for roles and responsibilities and local job context (e.g. job descriptions and job assignments). Specialist personnel would consist of those who serve as licensed employees and who spend at least 50% of the work year devoted to providing educational services that support students to access and/or process the curriculum to meet the academic standards within the realm of all education settings. A differentiated timeline would be applied so that results of Group 1 and Group 2 field studies, implementation, and evaluation and recommendations of each specialist personnel stakeholder group can be considered in the development of Group 3 specialist personnel evaluation frameworks within a 5 year period.

V. Administrative Evaluation

Overview of the State Framework for Administrator Evaluation Systems

The working framework represented below characterizes the TLC recommended categories of performance/evidence, in which administrators will be evaluated:

Figure 6: Nevada Administrator Evaluation Framework



Administrator Quality Standards

The Nevada Administrator Framework corresponds to the Teacher Framework in structure as well as in orientation to stakeholder values. Just as with teachers, administrators will be evaluated within the two categories of (1) Educational Practice and (2) Student Performance. Within the Educational Practice category are two domains: (1) Instructional Leadership Practice and (2) Professional Practice. The Instructional Leadership Practice domain sets the parameters for measuring the administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Practice domain addresses the parameters for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. Similar to teachers, the third category within the Administrator Framework is School Performance, under which exists one domain: Student Outcomes.

As with the teacher evaluation framework, the TLC made a deliberate decision to focus on high leverage instructional leadership practices based on input by national experts and with the reinforcement of research demonstrating that by narrowing the scope to the assessment of instructional leadership practice and professional development, we will broaden the depth and breadth of the system. These domains are strongly influenced by existing administrator leadership standards, including the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Principal Leadership Standards (NBPLS). Based upon these standards and in an explicit effort to align the administrator evaluation with the standards and measures identified in the teacher framework, Nevada identified the four high leverage leadership standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

The following recommendation contains the TLC’s recommended Administrator standards and indicators used to evaluate Nevada administrators:

Administrator High Leverage Instructional Leadership Standards

Table 5: Administrator High Leverage Instructional Leadership Standards

<p>Standard 1: Creating and sustaining a focus on learning</p>	<p>Indicator 1: The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p> <p>Indicator 2: The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p> <p>Indicator 3: The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.</p> <p>Indicator 4: The school-level administrator systematically supports teachers’ short-term and long-term planning for student learning through a variety of means</p>
<p>Standard 2: Creating and sustaining a culture of continuous improvement</p>	<p>Indicator 1: The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p> <p>Indicator 2: The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p> <p>Indicator 3: The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p> <p>Indicator 4: The school-level operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>

<p>Standard 3: Creating and sustaining productive relationships</p> <p>Standard 3: Creating and sustaining productive relationships</p>	<p>Indicator 1: The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for all members of the school's community.</p> <p>Indicator 2: The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.</p> <p>Indicator 3: The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.</p> <p>Indicator 4: The school-level administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p>
<p>Standard 4: Creating and sustaining structures</p>	<p>Indicator 1: The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p> <p>Indicator 2: The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p> <p>Indicator 3: The school-level administrator allocates resources effectively, including organizing time, to support learning goals.</p>

A similar process was used to identify the professional practice standards. The TLC task force reviewed existing standards and ensured a clear alignment with the teacher evaluation model in that administrators, through the evaluation support process, would be evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

Administrator Professional Responsibilities Standards

Table 6: Administrator Professional Responsibilities Standards

<p>Standard 1: Manages Human Capital</p>	<p>Indicator 1: The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.</p> <p>Indicator 2: The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.</p> <p>Indicator 3: The school-level administrator supports the development of teacher leaders and provides leadership opportunities.</p> <p>Indicator 4: The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.</p>
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Standard 2: Self-Reflection and Professional Growth	Indicator 1: The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice. Indicator 2: The school-level administrator pursues aligned professional knowledge in an effort to remain current on educational research and evidence-based practices. Indicator 3: The school-level administrator pursues aligned professional learning opportunities to improve his/her leadership across the school community.
Standard 3: Professional Obligations	Indicator 1: The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families. Indicator 2: The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community. Indicator 3: The school-level administrator respects the rights of others with regard to confidentiality & dignity & engages in honest interactions. Indicator 4: The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.
Standard 4: Family and Community Engagement	Indicator 1: The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment. Indicator 2: The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts. Indicator 3: The school-level administrator connects students and families to community health, human and social services as appropriate.

Once the standards and indicators are approved by the Board, the TLC recommends that the rubrics, including the performance levels, be developed within the model system. Research supporting the concentration on the 4 high leverage instructional leadership standards is recommended by the TLC.

Administrator Measures of Student Performance

The TLC recommends the remaining category to evaluate administrator performance be based on Student Performance – under which there is one domain: Student Outcomes. The Student Outcomes domain includes data that reflect that students show appropriate, expected growth over time in their subject/content area, as well as show proficiency in their subjects and grade level and is accurately and appropriately attributed to the administrator(s).

As indicated at the onset of this document and reflected within the Council’s guiding beliefs, linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As states and districts implement new educator evaluation

models, advances in research and promising practices are anticipated. As new research and information emerges through national and Nevada validation efforts (described in further detail in subsequent sections), the Nevada approach to measuring student growth will be adapted accordingly.

Therefore, the TLC's current recommendations concerning measures of student growth for use in individual administrator evaluations are made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations. The TLC also paid close attention to the potential unintended consequences that could result if the appropriate validation and testing did not occur. Consequently, provided below is the TLC's recommendation for measures of student growth as it currently stands. Readers are encouraged to refer to the Statewide Pilot and Implementation Study section described later in this report to become familiar with Nevada's intended approach to validate this process. The TLC recommends that the Student Outcomes domain include measures of:

- School-wide student growth
- School-wide student proficiency
- School-wide reduction of subpopulation achievement gaps

The use of this index format is intentionally designed to align with the state's approach to measuring school success through the Nevada School Performance Framework (NSPF), as described in NV's ESEA Flexibility Request (i.e., ESEA waiver application). Included within are both student proficiency (did student meet the goal) as well as student growth (did student catch up, keep up, move up) and reductions of the achievement gap for students in poverty, who are English Language Learners, and/or have been identified with a disability. The decision of the TLC to include measures of both student growth and also status/proficiency in the Student Outcomes measure puts Nevada in a group with only six (6) other states. Data presented at the November 2, 2012 meeting shows that 32 states use only growth measures in this indicator, one uses only status/proficiency, seven (including Nevada) include both growth and status, and in 11 states it was not possible to determine which measures were included.

Administrator Evaluation Cycle

The TLC defined the administrator evaluation as a year-long process with multiple components. The annual evaluation cycle begins with administrator self-assessments, which includes, but need not be limited to, a self-assessment based on the four high leverage instructional leadership standards.

Rating-Driven Evaluation Cycle

	3 Times Per Year (minimum)	2 Times Per Year (minimum)	1 Time Per Year (min)
Educator Classification	<ul style="list-style-type: none">Probationary EducatorsEducators previously rated as Minimally EffectiveEducators previously rated as Ineffective	<ul style="list-style-type: none">Post-probationary Educators previously rated as Effective	<ul style="list-style-type: none">Post-probationary educators previously rated as Highly Effective
Self Assessment	Prior to first evidence review	Prior to first evidence review	Prior to evidence review and recommended within 50 days of start of instruction
Reflection Meeting Analysis Goal Setting Plan Development	Prior to the first evidence review	Prior to the first evidence review	Prior to evidence review and recommended within 50 days of start of instruction
Evidence Review* Data Collection and Collaborative Conferencing Observation Process Artifacts, Documentation	<ul style="list-style-type: none">1st review, within first 40 days of start of instruction;2nd review, no later than 80 days of start of instruction;3rd review, within 120 days of start of instruction	<ul style="list-style-type: none">1st review, within first 80 days of the start of instruction;2nd review, no later than 120 days from start of instruction	<ul style="list-style-type: none">Within first 120 days of start of instruction
Educator Professional Growth Planning and Delivery (targeted PD)	<ul style="list-style-type: none">Following 1st evidence reviewFollowing 2nd evidence reviewFollowing 3rd evidence review	<ul style="list-style-type: none">Following 1st evidence reviewFollowing 2nd evidence review	<ul style="list-style-type: none">Following evidence review
Summative Evaluation	Performance Rating assigned, based on evidence. The Summative Evaluation forms the baseline data for the annual cycle and the subsequent school year.		

*Exceptions to these timelines are allowable given extenuating circumstances; district is responsible for monitoring exceptions.

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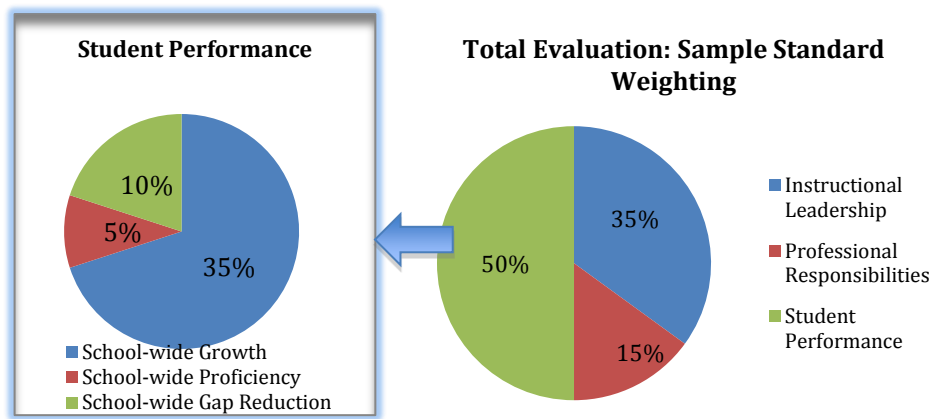
Measuring Performance and Weighting Results

Significant meta-analyses of the research on teaching and leading have guided the TLC to recommend a system that focuses upon four (4) high leverage instructional leadership standards. The research is clear that if administrators are supported to master these elements and apply them with fidelity across environments and teachers that positive school climates will result. A focused, deep orientation to providing the support and structures to help teachers improve will yield gains in teacher performance and student growth. Therefore, the TLC recommends that the performance as assessed under these two domains within the Educational Practice category will constitute 50% of administrators' evaluation with 35% for the high leverage instructional practice and 15% for professional practice.

As per SB 222, the TLC recommends the remaining 50% of an administrator's evaluation come from the third category — Student Performance — under which there is one domain: Student Outcomes. Under

Nevada’s draft guidelines, the index below will be used to measure performance within the Student Outcomes domain during a pilot process with school-wide student growth at 35%, school-wide student proficiency 5%, and contributions to reduction in subpopulations gaps 10%. The graphic below illustrates how the various measures will compose an evaluation cycle and results for a standard administrator:

Figure 7: Total Evaluation: Sample Standard Weighting



The TLC recommends a reevaluation of the initial weightings after validation of the Administrator Evaluation Framework (see Validation and Implementation section below), with the possibility of shifting additional weight toward the Instructional Leadership domain. These percentages may be recommended for change as a result of lessons learned during pilot efforts and as student data is validated (see Implementation and Validation section below).

VI. Summative Performance Results for Educators

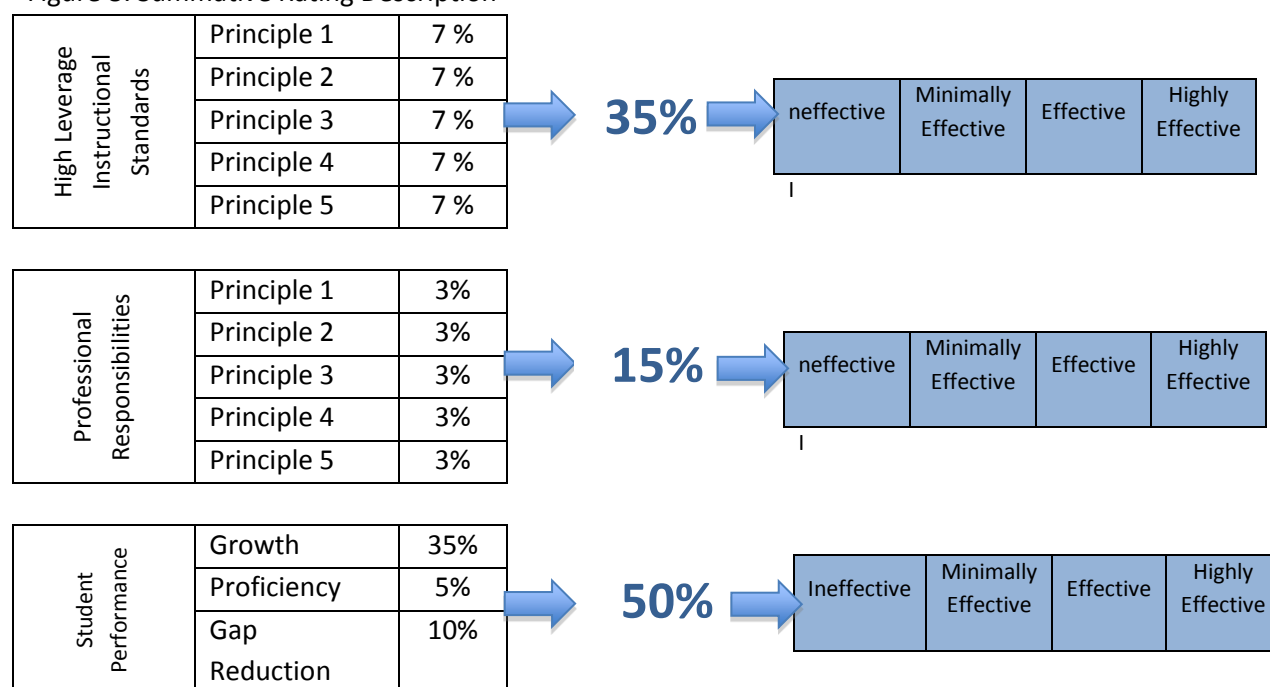
Performance Levels

Nevada teachers and administrators will be classified within a differentiated 4-tier personnel performance framework. NRS 391.465 (2)(a) states that the performance evaluation system must result in the assignment of one of four performance designations such that an employee's overall performance is determined to be: highly effective; effective; minimally effective; or ineffective.

Weighting and Scoring

As indicated above, each teacher and administrator will be evaluated according to their performance relative to each of the domains: instructional practice (35%), professional practice (15%) and student outcomes (50%). The TLC recommends that the summative performance report provide qualitative performance ratings in addition to numerical scores for each of the domains, whereby the final score will be calculated as a result of a weighted average across the three domains. Individual elements within each domain will be assigned an equal weight in order to produce a summative rating as depicted below for the teacher evaluation framework:

Figure 8: Summative Rating Description



The same process would be applied within the administrator framework.

The TLC further recommends Outcomes be an overriding measure when determining teacher effectiveness, such that:

- An Ineffective Performance Level in the High Leverage Instructional Leadership Standards and in the Student Outcomes precludes an overall score of Effective and Highly Effective.

Cut scores and rating guidance will be provided after the validation period is conducted and data yields benchmarks. This data will result from the validation studies and will be used to inform the creation of a scoring framework.

VII. Developing Quality Evaluation Frameworks

Implementation of the new evaluation frameworks and models presents many opportunities to assess the overall efficacy of the models and to modify the process. Systematically evaluating the performance of the evaluation model in terms of its goals and results and modifying its structure, processes, or format assures system efficacy, defensibility, and sustainability. The TLC recommends that the Nevada teacher and administrator evaluation framework include systems to ensure ongoing improvements and increased overall effectiveness.

Implementation and Validation

In order to realize desired results, the TLC believes the evaluation frameworks must be developed and staged in a calculated and thoughtful manner so that expectations for both performance and assessment are clearly articulated and fidelity is maintained throughout implementation. The TLC strongly recommends validation studies to evaluate the various components of the evaluation frameworks and the necessary processes and infrastructures needed to successfully and efficiently implement the frameworks.

System integrity is paramount to the success of this bold new accountability and support endeavor. Prior to full implementation, with resulting high-stakes human capital decisions, rigorous validation studies must be conducted on pilot implementation of the teacher and administrator frameworks. Resources will be needed to ensure that the system is tested for technical sufficiency and that requisite, resulting changes to the system are well developed and responsive to results of validation studies. Initially and over time, professional development and implementation monitoring will be mandatory for the system to work and to advance through a cycle of continuous improvement. Evaluators must attain the requisite knowledge, skills, and dispositions to collect data with validity and reliability. Educators must possess necessary understanding of the system dynamics in order to ensure that the evaluations are fair and that the data are used to guide aligned supports. Policy makers must understand the strengths and weaknesses of the system, as it expands and matures across time, to support human capital decisions that are legally defensible and aligned to other reform initiatives and priority actions.

The TLC further recommends the NDE issue a **Request for Proposals (RFP) that incorporates the Timeline for Pilot and Validation Studies** from vendors who may be interested in conducting work as part of the state's validation efforts. From this RFP, the state will move forward in following required procurement laws to engage one or more vendors to assist the state in analyzing evaluation data and using it to inform the framework efficacy. Implementation approaches about the validation and pilot processes are described in a detailed timeline outlining the work of the state for the next two years (2012-2013 and 2013-2014 school years), which is identified as Appendix D (*Draft: Timelines for NV Teacher Evaluation Framework*).

The validation process will include the following components:

- Is the process technically sound? The evaluation system must produce results that are reliable, valid, free of bias, and that acknowledge the intended and unintended consequences that result from the designations. The system has to be able to demonstrate that it can be used to differentiate between the designations in a consistent and reliable way.
- Is the process designed with enough flexibility to allow for modifications based on information from national implementation efforts and research?
- Is the Nevada School Performance Framework compatible with district models?
- Is the Nevada School Performance Framework robust and comprehensive in its design and flexible enough to allow for the evolution of the indicators, tools, and outcomes to meet changing conditions across the 1 3, 5, 10 year trajectory of the program?
- Does the Nevada School Performance Framework allow for continually evaluating and balancing the values associated with being able to produce summative performance ratings, against the burden for collecting data to meet all the various elements of the system on individuals, schools, school districts and the state?

The TLC has created a timeline and projected work scope for the validation studies. Specific decisions relative to the design of validation studies, as well as the necessary Request for Proposals will be completed after approval of the framework by the State Board of Education.

Professional Development

Members of the TLC feel strongly that professional development is the key to the success of this new system. Adequate resources must be available to NDE, Regional Professional Development Programs (RPDPs), districts, and school administrators to provide targeted professional development to administrators and teachers. The RPDPs will be vital in rolling out the new educator effectiveness system, both in training evaluators to collect data with sufficient technical rigor as well as in training teachers and administrators on the instructional and leadership principles in order to change their practice.

The need for the statewide longitudinal data system as well as local student information systems to provide the necessary data with supreme accuracy and accessibility is of utmost importance. The NDE has been seen as a fundamental source of leadership in supporting the work of the TLC. This perception of leadership must be sustained and the NDE must continue to work to ensure alignment between educator performance systems and school and district performance systems, as well as to increase its capacity to implement thorough system monitoring undertakings. State and local policies that compel the generation of reports by school and district administrators must be scrutinized and revised, so that administrators are able to be more present in classrooms and to focus most deeply on supporting teachers in consistently implementing the high leverage instructional principles. Resources must be assigned to support the implementation of full-bodied validation efforts so that the system is legally defensible and refined to ensure technical adequacy.

Legislative Changes

In order for the State Board of Education to adopt a system that aligns with the TLC's recommendations, the following areas must be addressed through legislative refinement in the 2013 session.

- 1) Timelines for implementation must be adjusted to allow for validation work to occur to ensure:
 - a. Legal defensibility;
 - b. Alignment with the state's transition to Smarter Balanced Assessment Consortium and Common Core State Standards;
 - c. Evaluation of various growth model options; and
 - d. The ability to provide targeted feedback and supports to all of Nevada educators.
- 2) Student achievement data components must be expanded to allow for the adequate measurement of more teachers.
- 3) Details regarding teacher observations must be adjusted to support timing considerations.
- 4) The date for adoption of final regulations must be moved back so the State Board of Education can adopt regulations that are allowed under the NRS as revised in the 2013 session.

VIII. Stakeholder Involvement and Communication

The TLC recognizes that evaluation systems are more likely to be accepted, successfully implemented, and sustained if stakeholders are included in the design, implementation, and revision process. Beyond stakeholder representation within the TLC, the council, using available funds from the National Governors Association, contracted with an outside expert, Cary Baird, to help guide the stakeholder involvement and communication plan. In addition, the TLC has established a Communications Task Force, including representatives from within the TLC as well as NV stakeholders and experts. Capitalizing on the work of the task force, the TLC has established a website on Educator Evaluation that provides stakeholders the most up-to-date information on TLC efforts

(http://www.doe.nv.gov/Teacher_Leaders_Council/). Additionally, the task force has developed an overview video (with support from Washoe County School District), as well as template presentations, that have been used for multiple presentations across the state. These have helped the TLC portray a clear and consistent message. At each presentation, TLC members garner stakeholder input through the use of feedback response forms. Presently, the TLC has collected over 500 feedback responses from parents, district and school administrators, teachers, state and local educational boards, and other community members. With a specific effort to inform parents, the TLC task force members have been presenting to multiple Parent and Teacher Associations during the 2012 summer. The TLC is in continuous communication and collaboration with state and local administrator and teacher associations.

In collaboration with the Nevada State Education Association, NDE staff coordinated an “October Listening Tour” with other TLC members who participated in the presentation regionally in northern, southern, and rural eastern Nevada. Linda Archambault, previous member of the TLC representing principals, worked with the Nevada Association of School Administrators to coordinate and conduct the regional listening tour for administrators. The 90 minute meetings were designed to present new information to teachers and administrators on this statewide evaluation system, and to listen to their questions for future communication and continuous development of the system. Information presented on the uniform statewide evaluation system included the need for the new system; the beliefs, goals, and opportunities of the system; the contents of the frameworks; and the empirical bases upon which the system is built. Participants in the teacher forums were asked what questions they had about the instructional standards, indicators, rubrics, and evidence sources, and if they were comfortable with these high leverage instructional standards to measure efficacy in their classroom. Participants in the administrator forums were asked if they felt they could supervise the components of the teacher framework, if the concepts of the high leverage leadership standards made sense, where clarification were needed, and the professional development needs they believe they will require around the high leverage leadership standards.

IX. Glossary

Administrator - An individual within the school serving in a managerial or supervisory role, including principals and assistant principals. Administrators are generally charged with the evaluation of teaching and teachers, as well as curriculum and program development within the school.

Data - Information, including classroom observations, student achievement scores and artifacts, gathered during the evaluation process for determining teacher/administrator performance.

Defensible – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

Diverse Learners – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

Domain - General areas of teacher/administrator impact. For example in the Teacher Evaluation Model the two categories are Educational Practice and Student Performance.

Educator – Within this context, inclusive of all teachers and administrators at a school level.

Evaluator - The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to make judgments regarding performance.

Feedback - Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

Framework – The system by which the measures are combined to evaluate the effectiveness of educators and administrators and make overall performance decisions.

High Leverage (Leadership) Standards – The identified standards, or main objectives of effective teachers and administrators, as identified by the Nevada TLC.

Indicator – Specific activity or process demonstrated by the educator being evaluated that provides evidence of the high leverage standard or professional practice being measured.

Measure- The specific tool that will be used to assess educator performance on any standard. Examples of measures could be the Nevada CRT or a specific classroom observation rubric.

Performance Criteria - The specific performance thresholds that need to be met for an established goal/standard.

Professional Development - The process by which teachers' and principals' competencies and capacities are increased. This includes all types of professional learning activities including professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews etc.

Reliability - The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- ***intra-rater*** - the degree to which an assessment yields the same result when administered by the same evaluator on the same teacher at different times
- ***inter-rater*** - the degree to which an assessment yields the same result when administered by different evaluators on the same teacher at the same time
- ***internal consistency*** - the degree to which individual components of an assessment consistently measure the same attribute
- ***test/retest*** - the degree to which an assessment yields the same result over time of the same teacher

Standard - Clearly defined statements and/or illustrations of what all teachers are expected to know and do. Standards operationalize the categories by providing measurable goals.

Student Achievement - The performance of a student on any particular measure of academics.

Validity- The extent to which an assessment or tool measures what it intends to measure.

Weight - The adjustment of a given measure to reflect importance and/or reliability that determines the influence of the overall performance rating. For instance, the educator observation rubric may account for 40% of the overall performance rating.

X. Appendices

Appendix A: Teacher High Leverage Instructional Standards Rubrics

Appendix B: High Leverage Instructional Standards Supporting Research

Appendix C: Teacher Professional Practice Standards and Indicators

Appendix D: Pilot Plan and Timeline

Appendix E: Minutes of Meetings

Appendix A: Teacher High Leverage Instructional Standards Rubrics

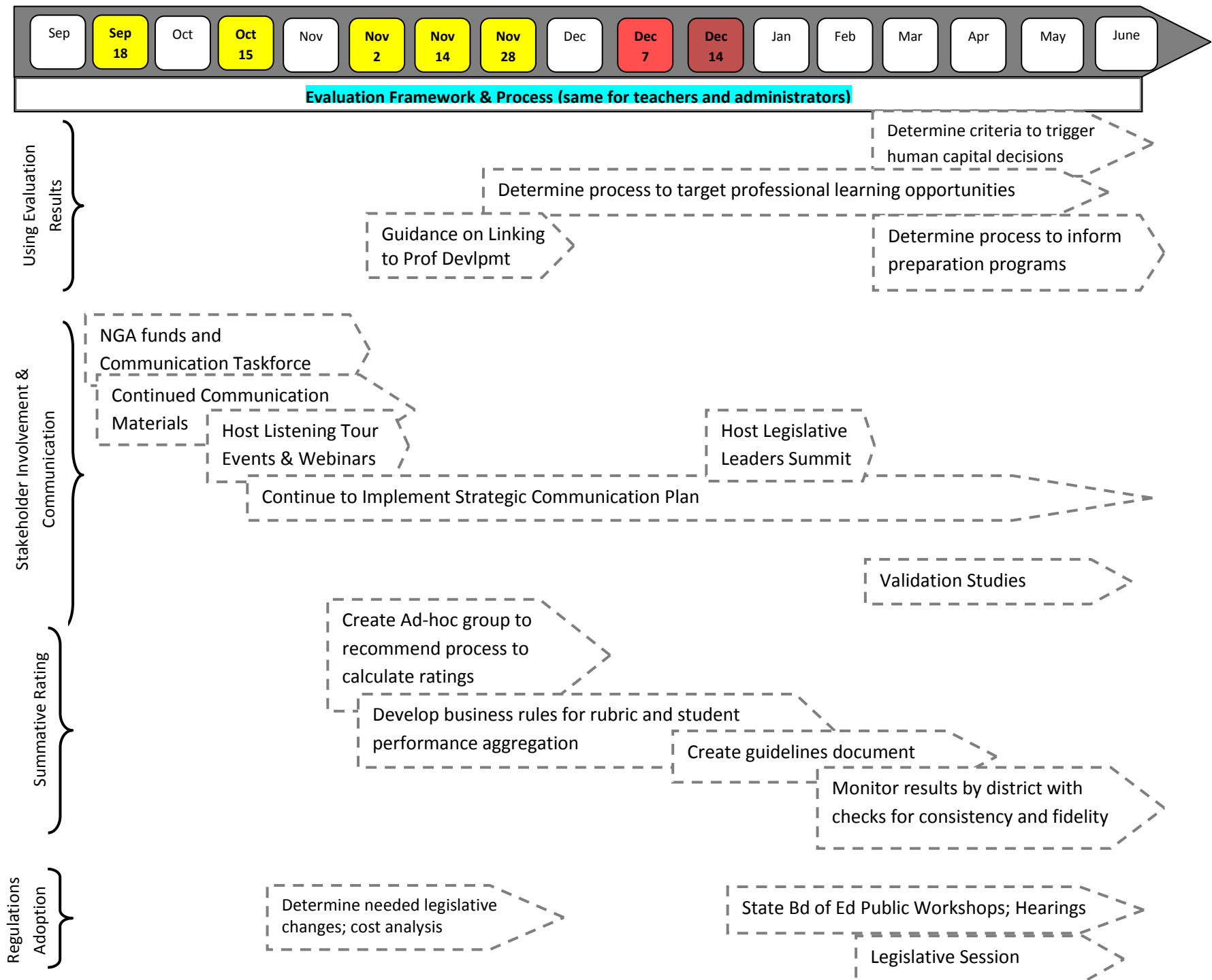
	Phase I: Spring/ Summer 2013	Phase II: Fall/ Winter 2013	Phase III: Spring/ Summer 2014	Phase IV: Fall/ Winter 2014
Data Systems (SAIN)	Validate teacher data in SAIN (completeness, ability to roster) Identify data fields needed	Prepare data systems to run full scale validation run in Spring/Summer 2014	Incorporate all external data feeds	Full rollout to schools/teachers for input
Student Outcomes (with focus on Growth models)	Run NV Growth Model and VAM Compare growth models Identify model to use	Collect teacher- and school-level data for growth model Run 2012-13 growth scores	Run 2013-14 growth scores	Year 1 rollout
Instructional Practice	Run small validation study of full observation rubrics for feasibility	Run full validation run of observation	Continue and update training Incorporate	Year 1 rollout

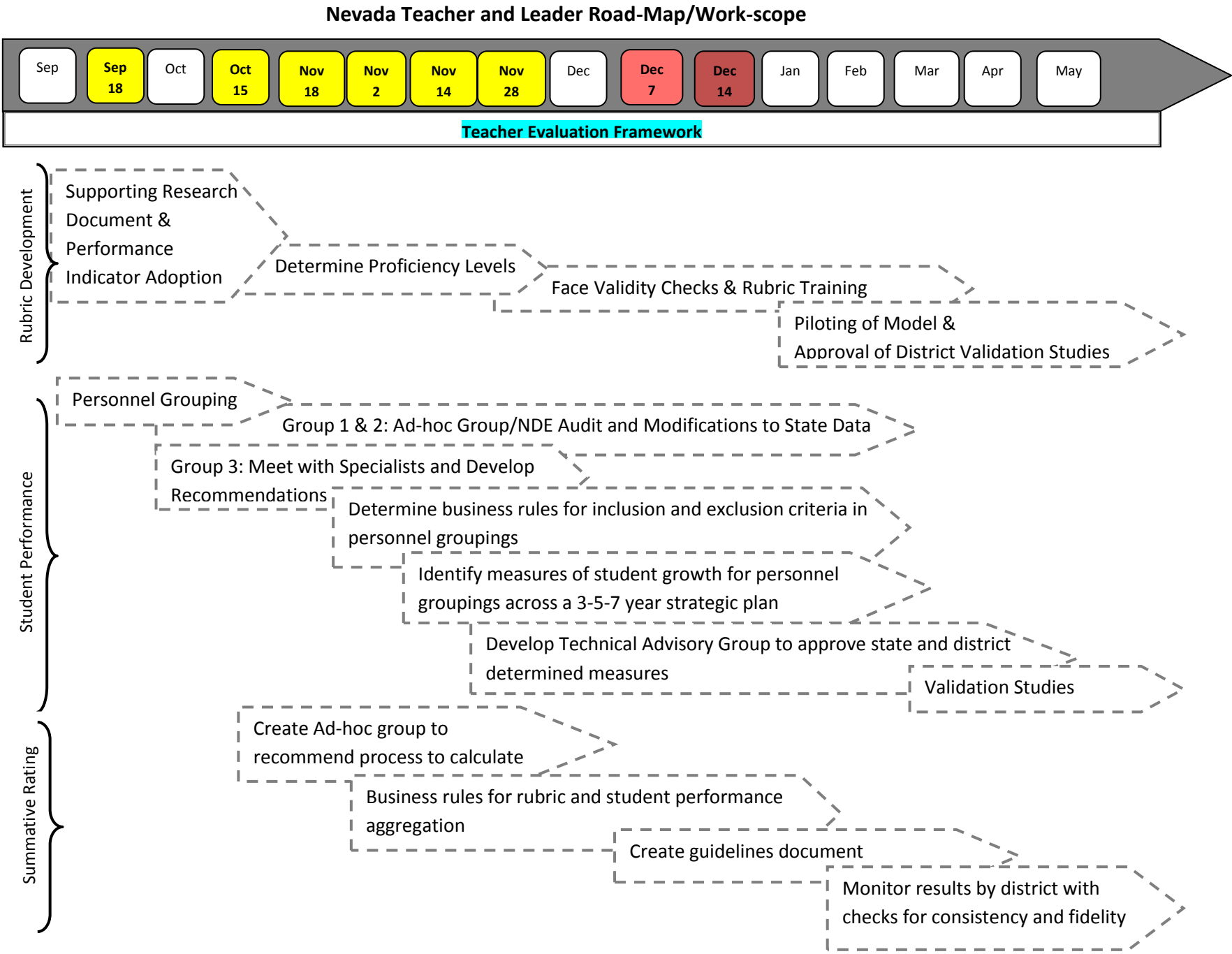
	and fidelity Validate observation scores against other measures (e.g.: previous scores, administrator agreement, test scores) Train all educators to use	rubrics Feedback loop from teachers and administrators Update rubrics and training as necessary	with data systems	
Professional Practice	Finalize development Develop training	Run small validation study of Prof Responsibilities (overlap with observation rubric validation for comparison)	Run full validation study of Prof Responsibilities Train all teachers	Year 1 rollout
Full Evaluation Framework	Begin rolling out high-level communication aimed at different stakeholders and including timeline	Run small simulation study using all data components	Run larger simulation study Communication rollout	Year 1 rollout

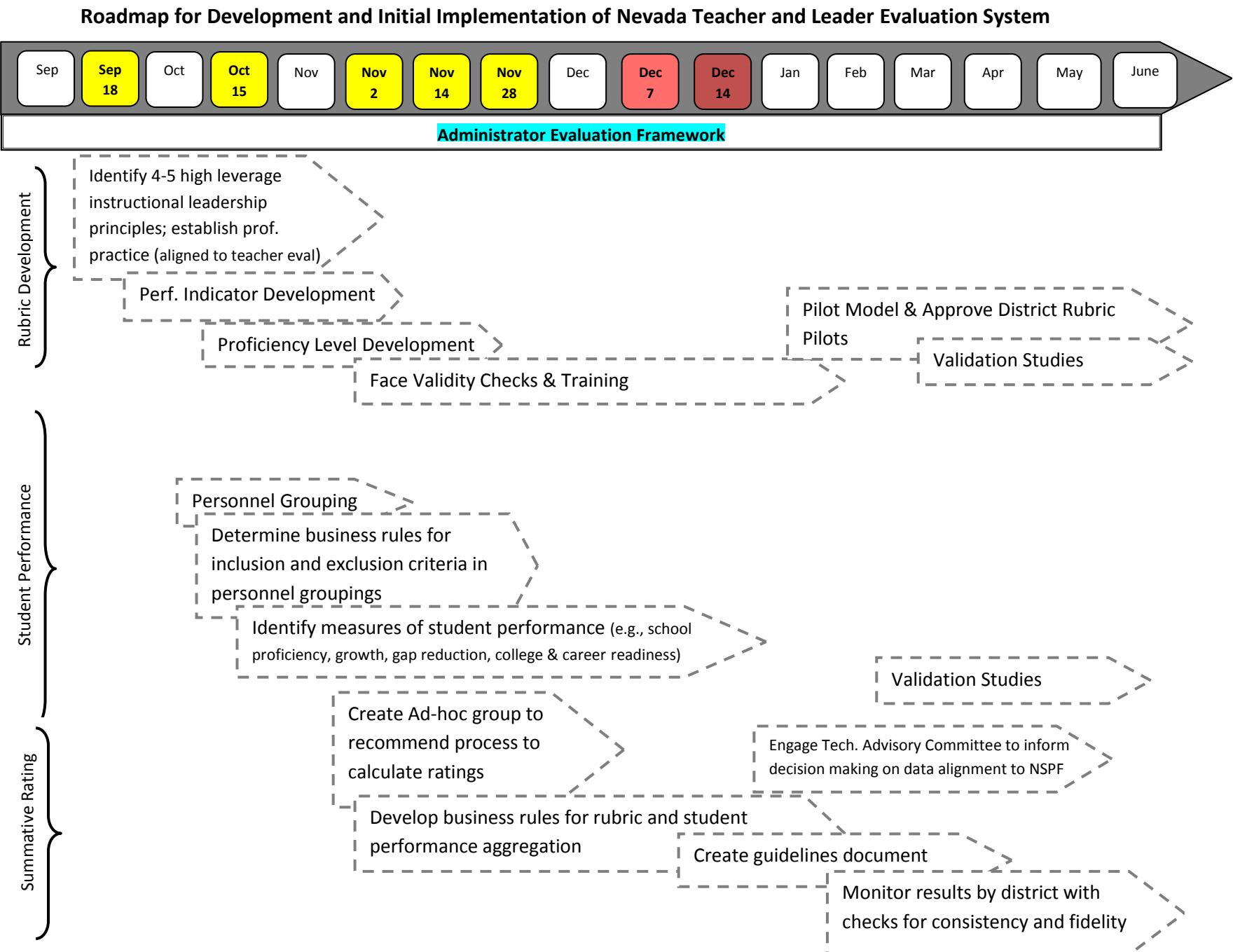
Appendix B: Draft Work Schedule for NV Teacher Evaluation Framework

	Summer 2012	Sept/Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	Jun 2013	Jul 2013	Aug 2013	Sep 2013	Oct 2013	Nov 2013	Dec 2013
Growth Models	Define parameters for piloting the NV Growth Model (NGM) and a VAM	Identify validation study group	Validate teacher level data in SAIN to assess quality, completeness, ability to roster, and percent of teacher population			Run NGM and VAM		Compare growth models and simulation of teacher evaluation scores		Select growth model (and cut points for perf levels) for NV Teacher Evaluation Framework		Identify teachers who will be receiving growth scores in 2013-14		Collect teacher- and school-level data for growth models; As applicable, collect initial assessment scores (through LEA assessments) for nontested grades and subjects		
Developing New State Teacher Observation Rubric	Develop rubrics; identify and train schools/ districts that will use		Begin training; Monitor fidelity and implementation issues in classrooms; Validate scores using existing teacher observation rubrics							Compare results across LEAs, with additional pilot correlation/ validation studies as necessary; Select teacher observation rubrics and modify (as applicable); Staff training around teacher observation rubrics		Initial teacher observations in all schools		Follow-ups with all administrators (In-person conferences, LEA- wide PD, or email communications) to receive feedback regarding first round of teacher observations		
Existing (District) Teacher Observation Rubrics	Advise Districts intending to implement non-State rubric of requirements;	Monitor fidelity and implementation issues in classrooms—compare against existing research and manuals; Validate scores against newly developed teacher observation rubric														
Professional Practice	Finalize Professional Practice standards; Define Professional Practice rubric; Identify potential measures			Allow LEAs flexibility during initial year to collect Professional Practice data; Set time points at which LEAs must submit Professional Practice scores with justification; Review LEA-level Professional Practice scores and monitor across LEAs for issues regarding validity, reliability, fidelity, and implementation;					Compare LEA-level data for overlap, alignment to Professional Practice standards; Identify 2-3 options for measuring Professional Practice; Begin training		Continue training around Professional Practice; Ongoing data collection in LEAs;					
Data Systems	Identify data elements currently in SAIN; Identify necessary work needed for pilot/validation studies; Develop timeline for data systems development		Validate teacher level data in SAIN to assess quality, completeness, ability to roster; Identify percent of teacher data that are available for pilot/validation studies			Continue to update, clean, and modify data in SAIN during pilot/validation studies ; Identify additional data to include in SAIN; Create and distribute templates for uploading data as needed to Districts			Distribute data collection templates to Districts (may be electronic);		Work with Districts to collect applicable data; Continue to update SAIN and the data collected; Develop student-teacher rostering process for SAIN					
Communication	Focus on building shared understanding of the five high leverage instructional standards											In-depth communications to school staff around growth model and what it means for individual teachers				
	Development of communication strategy for multiple stakeholders around each strand of work over the next two years; Communicate out timelines for study, reports, and application of results in Fall 2013; Focus on communications to school staff around growth model pilot study and what the outcomes will mean;						Begin rollout of timelines and communications to school staff		Develop communications presentations and materials around growth model (once selected)							
	Development of communication strategy for multiple stakeholders around each strand of work over the next two years; High-level communications around timelines for study, reports, and application of results in Fall 2013								Begin rollout of timelines and communications to families and public			High-level communications to parents/families around growth model and what it means for teachers and students				

Roadmap for Development and Initial Implementation of Nevada Teacher and Leader Evaluation System







Attachment E
Minutes of Meetings

**NEVADA TEACHERS AND LEADERS COUNCIL MEETING
October 25, 2011**

**Joe Crowley Student Union
University of Nevada Reno,
Building 87, Room 323 (3rd floor) Reno, NV.**

MINUTES OF THE REGULAR MEETING

COUNCIL MEMBERS PRESENT:

Linda Archambault, Member (arrived at approximately 9:55 a.m.)
Barbara Surritte-Barker, Vice Chair
Christine Cheney, Member
Kathleen Galland-Collins, Member (arrived at approximately 9:55 a.m.)
Theresa Crowley, Member
Rorie Fitzpatrick, Member
Sharla Hales, Member
Robert McCord, Member
Theo McCormick, Member
Heath Morrison, Member
Dale Norton, Member
Mary Peterson, Member
Pamela Salazar, Chair (arrived at approximately 9:55 a.m.)
Kimberly Tate, Member

COUNCIL MEMBERS EXCUSED:

Theodore Small, Member

DEPARTMENT STAFF PRESENT:

Leslie James, Title IIA Education Programs Professional
Lori Johnson, Executive Assistant to the Superintendent of Public Instruction
Laurie Thake, Assistant to the Council

GUESTS PRESENT:

Governor Brian Sandoval
George Taylor, Senior Deputy Attorney General
Lynn Holdheide, Vanderbilt University, National Comprehensive Center for Teacher Quality
Jennifer Varrato, Regional Implementation Coordinator, Voyager

AUDIENCE IN ATTENDANCE:

Dana Galvin	Washoe Education Association
Pam Hicks	Clark County School Administrators Association
Chris Miller	Nevada Association of School Boards President
Tara Madden	University of Nevada, Reno
Lynn Warne	Nevada State Education Association
Kristen McNeill	Washoe County School Board
Mindy Martini	Legislative Counsel Bureau – Research
Pepper Sturm	Legislative Counsel Bureau – Research
Judy Osgood	Office of the Governor

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Rorie Fitzpatrick, Interim Deputy Superintendent, Director Special Education (SE), Elementary & Secondary Education (ESEA), & School Improvement (SI) called the meeting to order at 9:48 a.m., with attendance as reflected above.

WELCOME

Governor Brian Sandoval

Governor Sandoval welcomed the Teachers and Leaders Council members and provided background information relative to the Council’s outgrowth from Assembly Bill 222 in the 76th Legislative Session. He stated the bill was a bipartisan effort spearheaded by Assemblywoman Debbie Smith and he congratulated Assemblywoman Smith on her hard work and effort in establishing AB 222. He expressed his pleasure at working with such an energetic group of educational leaders and emphasized the historical importance of the Council’s work toward the future of public education in Nevada.

Governor Sandoval stated the primary goal of the Council was to develop an evaluation system which met the statutory requirements of AB 222. He acknowledged the hard work needed to meet the June 1, 2012 deadline for recommendations to the State Board of Education and stated a member of his staff, Judy Osgood, would be available at all times to assist the work of the Council.

Governor Sandoval emphasized as the Council’s work progressed, they should make note of items in the law which may need to be clarified or changed during the next legislative session. He stated his office expected feedback from the Council on any needed statutory changes.

Governor Sandoval re-emphasized the importance of the Council’s work to establish a solid foundation to which other educational reform work could be anchored. He thanked the Council for the opportunity to speak and looked forward to following the Council’s progress.

INTRODUCTION OF COUNCIL

Rorie Fitzpatrick: *Interim Deputy Superintendent, Director Special Education (SE), Elementary & Secondary Education (ESEA), & School Improvement (SI)* identified her role as the representative for the Superintendent of Public Instruction. Member Fitzpatrick emphasized the focus of the Council’s work needed to center around instruction and the need to increase the instructional capacity of every teacher and administrator.

Pam Salazar: *Southern Nevada Regional Professional Development Programs* identified her role as the professional development representative nominated by the Nevada Association of School Superintendents (NASS) and appointed by Governor Sandoval. Member Salazar emphasized student achievement should be the focus of any system put in place.

Kimberly Tate: *President of the Nevada Parent Teachers Association* identified her role as the parent representative nominated by the Nevada Parent Teachers Association and appointed by Governor Sandoval. Member Tate stated she would represent the parent’s voice.

Dale Norton: *Nye County School District Administrator* identified his role as one of the public school administrator representatives nominated by the Nevada Association of School Administrators (NASA) and appointed by Governor Sandoval.

Theo McCormick: *Lyon County School Board* identified his role as one of the school board of trustees’ representatives nominated by the Nevada Association of School Boards (NASB) and appointed by Governor Sandoval. Member McCormick identified his focus would be on measuring outcomes.

Heath Morrison: *Superintendent of the Washoe County School District* identified his role as the school district superintendent representative nominated by NASS and appointed by Governor Sandoval. Member Morrison stated he hoped some of the work already started in Washoe County relative to the Teacher Incentive Fund (TIF) grant could be used to accelerate the Council’s work.

Kathleen Galland-Collins: *Teacher and Librarian in Clark County* identified her role as one of the public school teacher representatives nominated by the Nevada State Education Association (NSEA) and appointed by Governor Sandoval. Member Collins emphasized her focus would be on representing the voice of those teachers in specialist subjects like music.

Christine Cheney: *Dean and Professor of the College of Education University of Nevada Reno* identified her role as the representative for the Chancellor of the Nevada System of Higher Education. Member Cheney stated her focus would be on asking the tough questions to represent those teaching outside of the core. She also stated she would focus on research, information, and the importance of constant evaluation of the Council’s work.

Robert McCord: *WestEd* identified his role as a person with expertise in the development of public policy relating to education who was appointed by the Superintendent. Member McCord stated his focus would be on representing state superintendent public policy.

Mary Peterson: *WestEd* identified her role as a person with expertise in the development of public policy relating to education who was appointed by the Superintendent. Member Peterson has been heavily involved with teacher and leader effectiveness.

Theresa Crowley: *Teacher in Washoe County* identified her role as one of the public school teacher representatives nominated by NSEA and appointed by Governor Sandoval. Member Crowley stated she was involved in the TIF grant in Washoe County and had seen first-hand what effective teachers could do, and what not so effective ones did, every day.

Sharla Hales: *Douglas County School Board* identified her role as one of the school board of trustees’ representatives nominated by NASB and appointed by Governor Sandoval. Member Hales stated she would focus on the policies needed to support the Council’s work.

Linda Archambault: *Principal of R. O. Gibson Middle School in Las Vegas and 2012 MetLife/NASSP National Middle Level Principal of the Year* identified her role as one of the public school administrator representatives nominated by NASA and appointed by Governor Sandoval. Member Archambault stated her focus would be on the concept that administrators create learning cultures.

Barbara Surritte-Barker: *Teacher in Washoe County* identified her role as one of the public school teacher representatives nominated by NSEA and appointed by Governor Sandoval. Member Barker indicated her focus would be on advocating quality teaching at all socio-economic levels to better prepare all students for college and careers.

Lynn Holdheide: *Vanderbilt University, National Comprehensive Center for Teacher Quality* indicated Member Fitzpatrick requested her help in facilitating the Council’s meetings, as she was familiar with national efforts in teacher quality. Ms. Holdheide stated Nevada’s efforts were similar to other states in this area and that she would be able to act as a national level resource for the Council.

Explore Expectation Activity:

Ms. Holdheide asked that members of the group to: *Indicate what you know about the charge of this Council.* The members provided:

- Encouraged and surprised by Governor’s statement that part of our role is to identify flaws in the law or changes that need to be made to accommodate our recommendations.
- Develop teacher and administrator guidelines.
- How to balance a four-tier system which includes consequences and rewards.
- Understanding at least 50% of teacher evaluation will be based on student performance. 50% is provided by statute.
- Address issues in AB222 and AB229 concerning the other 69% of teachers in non-tested areas. Where will that student performance data come from.
- Best Practices for improving teacher practices.

Ms. Holdheide then asked: *What is your main question regarding the Councils charge?* The Council members responded:

- Will the State and school districts have enough necessary resources: time and money to support process?
- How specific will the Council’s guidelines be in terms of tools and measures, given that individual districts have different resources?
- How do you measure student growth in a fair and accurate way with limited resources?
- What specific recommendation will the Council make for changes in the statute to address those teachers who do not teach subjects covered by CRTs for math and English Language Arts?
- Many are concerned about fairness across the board for core and non-core, administrators, non-administrators, primary vs. intermediate administrators.
- Any implied or direct guidance on which system we should develop first, administrators or teachers, or do we develop them simultaneously?
- Is this just policy, or will we actually see the process implemented? What will the level of accountability at the state level?
- Will certain methods be mandated and how much authority does this Council have?
- How quickly will the process be developed and how quickly will we be able to use this to make human capital decisions; how quickly will all states be doing this?

Ms. Holdheide then asked: *What is your hope for what the Council will accomplish?* The members provided:

- Improve instruction and student achievement.
- Have an effective tool to evaluate best practices in the classroom.
- Describe a system that will hold all stakeholders accountable, not just teachers and administrators, but parents and the community as well.
- The need to be fair and equitable while helping teachers become more effective and provide continuous improvement.
- Not just about evaluation, it is about growing teachers.
- Address all elements for system of educator effectiveness; the need to think broadly enough to address things like pre-service licensure, and professional development. Outcomes should not be the only driver.
- Keep in mind that the entire system of support must be cohesive and reliable.
- Teachers and Leaders Council is beginning the process of taking Nevada from the bottom of the national rankings to the top.
- Improve ability for Nevada to recruit and retain qualified teachers.

Other concerns were noted, such as classroom teachers who feel they are under attack, with the Council’s work being just another way to evaluate them. Also voiced were concerns about the short time frame for implementation, training, and the need to have time to reflect on impacts and implications. Caution was also voiced about Council’s actions being over-simplistic, punitive or ineffective.

PUBLIC COMMENT

None

DISCUSSION OF OPEN MEETING LAW COMPLIANCE ISSUES

George Taylor, Senior Deputy Attorney General.

Mr. Taylor went over the synopsis of AB 59, which was passed during this last legislative session. The bill contained changes to the open meeting law, including those which gave authority to the AG office to fine agencies that do not hold to the rule of law.

Mr. Taylor went over the tenants of the open meeting law. Notice and agenda must be posted by 9:00 am by the third working day prior to the day of the meeting. Mr. Taylor emphasized the importance of requesting a signed return receipt of posting from at least three prominent posting places listed on your agenda.

He continued with the *clear and complete rule*, of which the AG’s office receives numerous complaints, which are all read and reviewed by his office. What the Council needs to keep in mind is that the agenda is for the public, not the Council. The agenda needs to inform the public in a manner that the average person can tell what will be discussed under each agenda item. Just because something is germane, does not mean that it can be discussed. If a topic is not on the agenda, it cannot be discussed. Any topic, which has even a remote possibility of being discussed, should be on the agenda. On the day of meeting if you have decided not to discuss something then you can table the discussion. Any item requiring action or deliberation must be so noticed. Items can be delayed or removed from agenda at anytime.

Per AB 59, a public body must determine when they are going to take public comments. Reasonable time, place, and manner restrictions are acceptable. Public comments should be at the start of the meeting and the end of meeting or before an action item is deliberated on. If taken at the beginning and end of the meeting, Mr. Taylor recommended both be general periods of public comment meaning comments and questions should be allowed on anything under the jurisdiction and control of this Council.

Mr. Taylor discussed that all public bodies with a website must post agendas, including minutes.

When the minutes are drafted, they may be posted ahead of actual approval with a disclaimer “Subject to Revision and Approval”.

Member Fitzpatrick asked Mr. Taylor about communications which occur between members of the group. Mr. Taylor answered that Nevada is a quorum state, so a quorum of nine must be present for this Council to vote on any action item. Keep in mind that several members talking together can be construed as quorum, thru social media, email, faxes, phones, etc. Do not use “reply all” on email. Mr. Taylor responded to a question on how the AG responds to a complaint. Mr. Taylor stated his office sends the complaint to the public body and asks for a response. If necessary, they will ask for affidavits from those allegedly involved in the complaint, and then if further investigation is necessary, his office has the tools to do that. Since the passage of this bill the AG’s office now has a very broad subpoena authority. A monetary penalty can be assessed for a violation.

SELECTION OF CHAIR AND VICE CHAIR

Member Fitzpatrick told the group that Pam Salazar had offered to be the chair and asked the group if anyone else wanted to be nominated. Member Morrison had offered to act as vice chair but changed his mind, thinking that perhaps it would be better to have a teacher in that position to provide balance. The purpose for having a vice chair is if the chair is unable to attend, the vice chair will be able to assist in the operation of the meeting.

Member Peterson asked if this Council is going to follow established Robert Rules.

Member Fitzpatrick announced that the Council had nominated Pam Salazar to be Chair and Barbara Barker to be Vice Chair. She then turned the facilitation of the meeting over to Chair Salazar.

APPROVAL OF FLEXIBLE AGENDA

Member Morrison motioned for flexible agenda. Member Barker seconded. The motion carried without objection.

Chair requested that the next item to be discussed would be:

NATIONAL OVERVIEW OF EFFORTS TO EVALUATE AND SUSTAIN EDUCATOR EFFECTIVENESS

Leslie James, Title II-A Programs Professional from NDE gave a brief overview regarding the national movement to make teacher evaluations comprehensive and based upon multiple measures. The Teacher Quality Center has put together a design framework based on 8 key components and can be seen at <http://resource.tqsource.org/evalmodel>.

Ms. James discussed the long-standing belief that to improve achievement, teachers needed to be highly qualified (HQ). However, current research shows that HQ does not look the same as highly effective (HE). The single highest impact on student learning is teacher effectiveness. A study called the “*Widget Effect*” revealed that teacher evaluations had become perfunctory and really did not differentiate the effectiveness of teachers.

Whatever happens with the ESEA reauthorization, it is safe to say teacher effectiveness is on the table. The current focus is to look at student outcomes, as evidenced by Race to the Top. Education used to be very compliance oriented and is now becoming more evidence based. The equitable distribution of HE teachers is another concern, as well as all students having equal access to HE teachers. AB222 provides that 50% of a teacher evaluation will be based student growth. This is a current trend among states, with the percentages varying between 30-50%. Since this is a new procedure in all the states, there is limited statistical data or best practices to refer to. If a culture of trust is established the evaluation will be meaningful.

Member McCormick mentioned an issue he heard from others, “kids are too stupid to learn, that’s why the teacher cannot be held responsible for the outcome of the student.”

Member Peterson raised the issue that current tests are not designed to show growth.

Member Morrison stated that teachers are worried if an incoming student comes in already performing below their grade level, it is not fair to the current teacher to be evaluated on that student’s performance. If evaluations were based on growth, then it would be from where the student is coming in to a year later.

Member Archambault has been asked, “how can a teacher be responsible for what is not happening or supported in a student’s home environment.”

Ms. Holdheide restated again, this effort means accountability for all, not just teachers and leaders, but parents and students themselves. In her various presentations she has heard arguments as to how it should be done, but has heard no arguments that it should not be done. The challenge is to remember we are about educating students, we are about growth, but how that will be accomplished may be very challenging.

Ms Holdheide indicated this is the first time the state has been asked to play a role in teacher evaluation. Previously evaluation was left in the control of the local districts. This can prove challenging in states where local control is preferred and provided for. Now all of a sudden the state is coming in and telling districts what to do and how that will work. Most states are trying to come up with ideas

on how to allow local flexibility, but still provide total accountability of all the pieces. This Council will have to determine how to provide flexibility, yet still insure some level of accountability. The challenge will be to find the right balance between the two.

The three different models that have emerged are the following:

Model One: State provides strict interpretation of the system that will be used.

State implements, designs, and evaluates the model and gets stakeholder input. State requires all districts to use the same model. The strong point for this method is that there is only one model and everyone is trained on the one model. A weak point would be a systematic error would cause problems for everyone.

Member Tate brought up the possibility that each community has a different challenge. What happens in one district may not be a problem at the state level. Students in different areas have different needs.

Member Norton stated that, of course, resources are different in each district.

Member Morrison stated that we should create a “parking lot” for other items that will need to be discussed, including substantive changes in staff and state board members. What will the priorities be for the new Superintendent and State Board? Will they focus on and support change?

Member Fitzpatrick indicated some of the districts were already well invested in the systems currently established. Given the current lack of resources across the state, it would be prudent to review the work of the districts for measures and procedures which could be readily incorporated into the work of the Council.

Second Model: Elective state-level system.

The state provides a strict interpretation of state and federal legislation, dictating certain aspects of the process, but allowing flexibility in areas of the evaluation. Only some of the process is standardized, so there is more of a challenge from a state oversight perspective. Observation rubrics may also be different. From the state’s perspective, how do you ensure fidelity in the implementation of these different models? How prescriptive would the Council like to be?

Third Model: District evaluation system allowed with required parameters.

Districts have the ability to address local priorities, but State provides guidance and necessary measures including professional development and ensuring rigor.

Ms. Holdheide brought up the Colorado model as one the Council might look at.

Some districts may use self-assessment, but what does that due to rigor? Ensuring multiple measures may mean different measures in different districts, so make sure everyone has the same base of information. Evidence of growth could be achieved through other means such as administrative supervisor reports, and student or parent surveys. How do you weight the measures since not all measures are equally useful or equally reliable?

OVERVIEW OF ASSEMBLY BILL 222 FROM THE 76TH LEGISLATIVE SESSION

Member Fitzpatrick provided an overview of AB 222 and then provided information on how we arrived at differentiated teacher effectiveness from what started as a component of the Race to the Top (RTT) application. Real teacher and leader quality was a section that had to be addressed in the application, along with common core state standards, data systems that resulted in improved instruction, and a focus on those schools farthest behind in terms of student achievement. Nevada did not receive RTT funds. No western state received RTT funds.

Nevada did more forward with legislation to launch some of the education reform initiatives. To access the complete application, go to www.nevadaspromise.org. In relation to teacher quality, Nevada education stakeholders made an important pledge to achieve significant transformative change in our system of education. Agreement was reached on the need to have every school led by effective principals, every classroom led by effective teachers, and in achieving this in theory, every student graduates.

AB 222 articulates in some depth what is required under law. The Council needs to establish a system that is fair, that is timely, that is reliable, and that is rigorous. The system needs to include student achievement data, at least 50%. This work has to provide professional development; identify where individuals are doing well and where they need help. There needs to be a solid link between evaluation results and professional development.

Member Fitzpatrick stated the new statute mandates very specifically that teachers and administrators must work to support family engagement. More stakeholders will need to be involved in this process. We have an obligation as professionals to do some focused work on family engagement.

Further, AB 222 moves us from a binary system of satisfactory and unsatisfactory, to a four-tiered system of highly effective, effective, minimally effective, or ineffective. We need to develop and recommend an implementation plan, including costs, and present recommendations to the State Board of Education no later than June 1, 2012. The State Board will then have until June 2013 to adopt regulations. However, the State Board has already indicated they would like to adopt regulations in advance of the June 2013

deadline. The State Board would be pleased if the Council came forward with recommendations for a possible pilot to begin at the start of the 2012-2013 school year.

OVERVIEW OF NEVADA EFFORTS IN EDUCATION EFFECTIVENESS

Ms. James provided an overview of Nevada's efforts in the area of educator effectiveness. The Southwest Comprehensive Center brought together five states in the region to learn from each other. After RTT, states knew they would be looking at teacher effectiveness from a changed systemic perspective. Legislation came about quickly, drafting the conceptual framework for teacher and leader effectiveness which then morphed into AB 222.

Conferences to begin implementing these new systemic changes began last November, both regionally and nationally. We have many resources for technical assistance across the country, not just the Southwest Center. Building a comprehensive system is the key. How do you measure student outcomes and how do you evaluate? How do you deal with tested and non-tested subjects using multiple measures? How are you linking evaluation results to professional development? Evaluation is not the driver; it is likely professional development will be the driver. The importance of transparency at state and local levels was also discussed.

ESTABLISH GOALS AND PURPOSE FOR THE TEACHERS AND LEADERS COUNCIL

Ms. Holdheide started out with the need to establish goals of the evaluation system. There are items that need to be considered: how to select valid and reliable measures and align them with the goals; maintain the integrity of data and data collection; operation rubrics, how to minimize the subjectivity within the observation framework; how will you conduct training and still keep teachers in their classrooms.

Other considerations:

- Will teacher evaluation results be used for personnel and compensation decisions.
- Will evaluation results be used to improve teacher practice.
- Are the goals for the teacher evaluations and the leader evaluations the same or will there be differences.

After much discussion, *Member McCord moved the Council establish the following goals:*

- 1) Ensure student learning and growth.**
- 2) Improve teacher and leader capacity and instructional practice.**
- 3) Develop a performance accountability framework.**

Member McCormick seconded. The motion carried without objection.

ESTABLISH AN OPERATION STRUCTURE TO MEET STATUTORY TIMELINES

The Council discussed the difficulties they would encounter in meeting the statutory deadline and acknowledged the entire Council would not be able to meet as often as they would like. The adoption of sub-committee or taskforce structure was discussed briefly. Recommendations are due to the State Board of Education on later than June 1, 2012.

The Council explored ways to acquire a common base of understanding amongst its members. Chair Salazar stated common background knowledge was critical prior to moving forward. The Nevada Growth Model was identified as one of the areas where a common understanding was necessary. It was decided that all Council members would take on the responsibility for individual learning in November, and then come together in December to follow up and consult with a series of experts to answer specific questions.

Additionally, the need to communicate said common understanding to all stakeholders was discussed. It was noted that groups would be looking to the Council for answers as the process moved forward and it would be necessary to clarify misunderstandings surrounding the Council's work early on. To that end, Member Morrison stated Washoe had already wrestled with some of these issues working with the TIF grant and would be able to share the results of their work. It was also noted that similar work was being done in Clark County under other grants. Districts will be given the opportunity to present a status inventory on their progress in December.

In January, the Council will charter the work to establish the work of each sub-committee. Sub-committees will work on a continuing basis, perhaps meeting by phone or video conference every couple of weeks, with the full Council meeting face-to-face every 5 to 6 weeks for evaluation of sub-committee progress. It is essential the sub-committees remember to provide a venue for public comment to comply with the requirements of the open meeting law.

Member Peterson moved for Member Fitzpatrick and Chair Salazar to collaborate and calendar future meeting dates. Member Tate seconded. The motion carried without objection.

Member McCord moved to authorize Chair Salazar to identify the committees necessary for operating the Council. Member Peterson seconded the motion. The motion carried without objection.

FUTURE AGENDA ITEMS

Member Fitzpatrick moved for Chair Salazar to draft future agenda items. Member McCormick seconded the motion. The motion carried without objection.

PUBLIC COMMENT

Pam Hicks, Deputy Director of Clark County School Administrators Association, was present and provided comment. Ms Hicks stated her group was keenly aware of the work of the Council and proposed two rhetorical questions:

- 1. Are you going to include ancillary groups, other than the groups you represent, to provide input to the Council; and*
- 2. If you are going to do that, how are those groups going to be selected.*

Ms Hicks stated there were teachers out there who would like to be part of this process, even in some small way, to make this process more successful.

Chair Salazar responded and stated the Council would continue to consider the ways to hear all voices, not only from the people we represent, but from all groups that would like to have an opportunity to participate in the development of the end product.

A Council press policy was briefly discussed and it was agreed individual Council members could make his or her own comments if asked, but could not speak on behalf of the entire Council. The Council will choose a public contact person if the need arises.

Meeting adjourned at 2:45 p.m.

NEVADA TEACHERS AND LEADERS COUNCIL MEETING
December 6-7, 2011

Hyatt Place Las Vegas
4520 Paradise Road
Las Vegas, NV 89169

MINUTES OF THE REGULAR MEETING

December 6, 2011

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
Barbara Surritte-Barker, Vice Chair
Linda Archambault, Member
Christine Cheney, Member
Kathleen Galland-Collins, Member
Theresa Crowley, Member
Rorie Fitzpatrick, Member
Sharla Hales, Member
Robert McCord, Member
Theo McCormick, Member
Heath Morrison, Member
Dale Norton, Member
Theodore Small, Member
Kimberly Tate, Member

COUNCIL MEMBERS EXCUSED:

Mary Peterson, Member

DEPARTMENT STAFF PRESENT:

Leslie James, Title IIA Education Programs Professional
Laurie Thake, Assistant to the Council

GUESTS PRESENT:

Carol Crothers, Director, Nevada Department of Education
Richard Alexander, Douglas County School District
Caroline McIntosh, Superintendent, Lyon County School District
Lynn Holdheide, Vanderbilt University, National Comprehensive Center for Teacher Quality
Jennifer Varrato, Regional Implementation Coordinator, Voyager

AUDIENCE IN ATTENDANCE:

Jerry Barbee	Director of Teacher Licensing, Nevada Department of Education
Richard Vineyard	Assistant Director, Nevada Department of Education
Craig Stevens	Nevada State Education Association
Pam Hicks	Clark County School Administrators Association
Kristen McNeill	Washoe County School District
Pepper Sturm	Legislative Counsel Bureau – Research
Richard Stokes	Superintendent, Carson City School District
Susan Keema	Assistant Superintendent, Carson City School District
Dr. Steven Pradere	Carson City School District
Dr. William Rob Roberts	Superintendent, Nye County School District
Lea Crusey	Students First
Abby Parker	Students First
Nicole Rourke	Clark County School District
Joyce Haldeman	Clark County School District
Marsha Irvin	Black Caucus Education Chair

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Pamela Salazar, Chair

Chair Salazar called the meeting to order at 8:40 a.m., with attendance as reflected above.

Chair Salazar provided a brief review of the key points discussed during the October 25, 2011 meeting, including the Council’s established goals:
1) Ensure student learning and growth, 2) Improve teacher and leader capacity and instructional practice, and 3) Develop a performance accountability framework.

APPROVAL OF THE OCTOBER 25, 2011 MEETING MINUTES

Pamela Salazar, Chair

Member McCord motioned for approval of the October meeting minutes. Member Norton seconded. Member Fitzpatrick requested a change to page 9, second to the last paragraph, to more accurately reflect the need to learn what the current district practices were and how those practices

might fit into the Council’s current work. Minor revisions without a change to context were also recommended. *The motion carried and the minutes were approved with the discussed changes.*

APPROVAL OF A FLEXIBLE AGENDA

Chair Salazar requested a motion from the Council for a flexible agenda. *Member Norton motioned for flexible agenda. The motion carried without objection.*

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. There was no public comment.

OVERVIEW OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) WAIVER APPRICATION PROCESS

Rorie Fitzpatrick, Interim Deputy Superintendent, Nevada Department of Education, and Dr. Stanley Rabinowitz, Director, Assessment & Standards Development Services at WestEd.

Member Fitzpatrick provided an overview of the Elementary and Secondary Education Act (ESEA) waiver application process. The ESEA waiver provides new requirements with absolutes. The three key principles noted and discussed were:

- 1) College and Career readiness standards.
Nevada has chosen to adopt common core state standards and participation in the Smarter Balanced Assessment Consortium, both of which satisfy requirements of the waiver. Meaningful college and career readiness is the goal.
- 2) School recognition, accountability, and support.
2(a) This section provides flexibility in dealing with different populations. Acknowledges systemic issues in schools and differences in student sub-populations are different issues which need different solutions.
2(b) Annual Yearly Progress (AYP) reports are still required, but are more flexible on how progress is determined. All students must reach mastery, but will no longer require 100% attainment by 2013-14.
2(c-e) Identify at least three subsets of schools: **Reward schools**, which have the highest performance and highest growth; **Priority schools**, which have low growth and low achievement (lowest 5%); **Focus schools**, which show gaps in growth between student populations.
- 3) Effective instruction and leadership.
This principle requires the State to self-select a category of completion. The categories are: A) No guidelines; B) Some guidelines; and C) Fully integrated system. Member Fitzpatrick indicated Nevada was currently in category B. Nevada has a statute which requires specific deliverables, but we are still working to attain a fully integration system.

The Council discussed the need for the Council to support and endorse the work happening on the waiver. Different definitions and characteristics of the provisions remained an issue. Member McCord stated a common vocabulary of clearly understood definitions would be helpful. Chair Salazar stated some of the terms were already defined, however, some of the values from the ESEA waiver needed to be defined by the Council.

Member McCord motioned for Chair Salazar to construct an appropriate letter of support for the ESEA waiver and the Council’s affirmation to do the work specified in principal three of the waiver. Member Hales seconded. There was no public comment. The motion carried without objection.

Member Fitzpatrick provided background information on the Accountability Redesign Group and the Core Support Group, stating they were created to provide more efficient alignment of the waiver process. The Accountability Redesign Group provides an overarching view on how to shape the work of the waiver application, while the Core Support Group takes these general concepts and narrows them to fit the specific details of the application itself.

The Council discussed the work of the redesign and core support groups relative to family and stakeholder engagement, as well as the alignment of indicators. The Council noted the unparalleled collaboration between the school districts and the desire to go beyond the basic requirements of the waiver itself to ensure everyone was working on one common goal “*the definition of accountability in the State of Nevada.*”

Member Fitzpatrick turned the presentation over to Dr. Rabinowitz, who facilitated a discussion on the importance of alignment when developing an accountability system. It is important to develop an aligned system which makes sense and can be communicated effectively. One of the most difficult issues in developing an aligned system is the selection and application of indicators. Will indicators apply equally across all categories or will they apply to some categories but not others?

Additionally, Dr. Rabinowitz noted the difficult questions centered on the “other 69%” of teachers in non-tested subjects and grades. Should you make the 31% of tested subjects the driver of the 69%, or should there be a different accountability model for those groups. Dr. Rabinowitz stated there were really only 3 options for the other 69%. You can: 1) Have the 31% drive 69%, whatever the 31% does will equally apply to the 69%; 2) You can try to make 69% like 31%. Build or find CRT’s for those areas; or 3) Recognize the 69% is different than the 31%. Possibly a different performance measure than CRT’s could be more useful.

The Council discussed the issues of outcome versus process, local control, and qualitative versus quantitative measures. Dr. Rabinowitz stated the Council could build core indicators and use variance indicators and options to work with different issues. This type of structure can reinforce continuous improvement.

Dr. Rabinowitz also stressed the importance of looking ahead when designing an accountability system, with the key points in time being at years 1, 3, 5, and 10. In year 1, think about how the system will be working in year 3. What will it look like in year 5 when the system is no longer hypothetical and you have a base of research to evaluate the system? Are there unintended consequences? Are the indicators working? Is there really an argument about growth and status? In year 10, are you worrying about the same things you are today? Build a system that is very oriented to the future.

The item closed and the meeting broke for lunch. Chair Salazar stated the meeting would resume at 1:00pm.

Overview of the Nevada Growth Model

Carol Crothers, Director, Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum

Ms. Crothers stated students enter and remain in the education system at different levels, with growth measures providing information for all students regardless of where they started. Primary questions we want to answer with the growth model are: How fast is a student growing

compared to others? How much did they grow this year? Is the student achieving enough academic progress, at least one year of academic growth from last year?

Of the many growth models available, Nevada has chosen a well vetted model which has been used in over 20 states. NDE and the districts worked with data for over 2 years, so the model is something we can stand behind. The model provides comparable results for students at all levels of academic achievement.

Calculations from the growth model can indicate whether a student is on target. However, the model does not inherently indicate whether the student made at least a one year's growth. The Council discussed some of the positive merits of the model, including the ability to compare students with others in the same academic growth percentile group, and the ability for educators to have conversations about methods that had a positive effect, and the ability to cross-train each other on best practices.

The Council expressed concerns about the relative newness of the model and the reliability of the data over time. The Council discussed the need for a quality control aspect in the model, possibly an independent third party evaluation. Dr. Rabinowitz added that all growth models have some problems; however, he stated this was an area where the Council could include the information as an indicator, but limit the weighting until the validity and value of the studies was determined.

Member McCord stated for the purposes of disclosure that he serves on the board of WestEd, and that WestEd may be contacted in the future to conduct some of the studies.

The Council discussed the concept of proper weighting of indicators and the importance of doing a phased in weighting system so high-stakes decisions were not jeopardized. Members also discussed the importance of educating stakeholders about growth models and what those results mean. Specifically, education on the difference between growth and status models was mentioned. Caution was raised on basing the system solely on growth, as well as the importance of making sure we hold ourselves accountable so students who are far behind do not get left behind.

The members discussed the importance of students graduating from our Nevada Schools College and Career Ready. We want our students prepared for life and need to be honest with stakeholders what needs to be done, not only in school, but at home as well. We need to continuously remind the Legislature about education funding levels. Member Morrison recommended bringing in business leaders for a perspective on where Nevada stands compared to the rest of the country and the rest of the world.

Presentations and Discussion on Existing Evaluation Systems in Nevada School Districts

Douglas County Presentation

Rich Alexander, Douglas County School District, Assistant Superintendent of Human Resources

Mr. Alexander introduced himself and stated his district was very appreciative of the tough challenge the Council was taking on. Mr. Alexander gave an overview of Douglas' current evaluation framework, including the domains and three levels of performance evaluated as mandated by statute: satisfactory, unsatisfactory, and area of strength. The entire Douglas County School District presentation can be viewed at: <http://nde.doe.nv.gov/PDFs/Teachers/DCSDCertifiedPerformanceEvalProcess.pdf>

Mr. Alexander provided strengths as well as weakness for their current framework and rubric.

Strengths: Everyone knows what is expected. The system has specificity, which allows us to pinpoint areas of strength and weakness. Student achievement is addressed as part of the evaluation. The suggested improvement plan always focuses on support and professional development.

Weaknesses: System focus is on inputs instead of outputs. Progress is not clearly defined. Parent and student input is not part of the process. No evidence system has improved teaching quality. No evidence that our process is making a difference.

Council members conferred with Mr. Alexander regarding issues of district demographics, focused staff development, principal training, student input, and the importance of a consistent statewide system. The Council thanked Mr. Alexander for his presentation.

Chair Salazar provided all of our school districts are being interviewed on their current practices. Those results will be compiled and presented in an aggregate form. If a district does not make a presentation today or tomorrow, we will still have their information and a sense of what their practice is.

Lyon County Presentation

Caroline McIntosh, Superintendent of Lyon County School District, and Scott Lommori, Director of Testing & Educational Technology

Ms. McIntosh made an introduction for herself and Mr. Lommori and emphasized her district did not work in isolation. They were very grateful for the Council's work and the support of the regional professional development programs (RPDP). Ms. McIntosh continued with an overview of district demographics and stressed the importance of their career and technical education program, stating that 50% of their high school students were involved in that program. The entire Lyon County School District presentation can be viewed at: <http://nde.doe.nv.gov/PDFs/Teachers/FutureOfTeachingLearningInLCSD.pdf>

Mr. Lommori introduced their use of the *Marzano Teacher Evaluation model* and discussed specific points of the system. Mr. Lommori indicated Lyon County would focus their development, implementation, and training on those aspects which meant the most in the classroom. Ms. McIntosh indicated their system had a 4-year rollout and stressed the importance of thinking ahead towards staging different portions of the rollout. Completing K-12 curriculum alignment with the Common Core Standards (CCS) has been a huge project.

Council members conferred with Ms. McIntosh and Mr. Lommori regarding issues of teacher and evaluator feedback, real time targeted professional development, focused staff development, as well as the application of the framework to librarians and other staff members. The Council thanked Ms. McIntosh and Mr. Lommori for their presentation.

Evaluating the Performance of Teachers in Non-Tested Grades and Subjects

Dr. Stanley Rabinowitz, Director, Assessment & Standards Development Services at WestEd and Dr. Lynn Holdheide, Research Associate, National Comprehensive Center for Teacher Quality

Dr. Holdheide began her presentation by taking look back at the hopes and purposes the Council established during the initial October 25, 2011 meeting and posed a question to the members: *What measures of student growth align with the Council identified hopes and purposes?*

Members provided:

- Informs practice to improve student learning.
- Cohesive reliable system.
- Recruit and retain effective leaders.
- Could the growth model provide the type of student data needed to improve teacher and leader performance?
- Is the technical adequacy of the growth model sufficient for making teacher and leader performance decisions? Can it be used at a high stakes level? Do we feel comfortable doing that?

- What methodology will the Council recommend for growth in non-tested subjects and grades?
- What role will the state play?
- Will the state provide training to ensure fidelity? Will the state require districts to do training?

Dr. Holdheide then asked: *How is growth currently measured in non tested subjects and grades?*
 Members provided measures such as: portfolios, projects, performances or recitals; and various tests such as the English Language Proficiency Assessment (ELPA) and IEP goals and objectives.

Dr. Rabinowitz provided that issues of measures and system fairness were the hardest to deal with. The issue of complexity can often lead to lowest common denominator thinking. People will fall back on, “If I cannot do it right then I am not going to do it at all” or “If I cannot do it for everybody, then I am not going to do it for anybody.” Sufficiency of measurement as opposed to perfection of measurement is a very important factor. Remember, whatever these measures are, they were not designed for teacher evaluation.

Members discussed the possibility of working collaboratively with national groups, the importance of developing strong leadership tools, and the overall excitement around the growth and improvement of the teaching profession.

To focus the group on their values, Dr. Holdheide instructed members to identify 5 key purposes or hopes of the teacher evaluation system. Council members identified their key hopes as the ability to:

- Identify where teachers can grow.
- Target professional development.
- Establish effective communication with parents.
- Work collaboratively.
- Work with gifted students as there is not enough challenge for the top 10%.

What types of measures are required to support what you value? Return to the importance of the 1, 3, 5, and 10 year perspective, otherwise the scope is too big to handle. Recall, there are no perfect systems and measures out there now, so focus on where you want to be in 10 yrs. Think about the process in stages for the purpose of implementation. Implementation failure can destroy the credibility of the new system right away.

Vice Chair Barker provided Council members with materials from the National Governors Association (NGA) Policy Academy on Teacher Effectiveness conference.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. There was no public comment.

The meeting adjourned at 4:30 pm.

Meeting scheduled to reconvene on December 7, 2011 at 8:00 am.

MINUTES OF THE REGULAR MEETING

December 7, 2011

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
 Barbara Surritte-Barker, Vice Chair
 Linda Archambault, Member
 Christine Cheney, Member
 Kathleen Galland-Collins, Member
 Theresa Crowley, Member
 Rorie Fitzpatrick, Member
 Sharla Hales, Member
 Robert McCord, Member
 Theo McCormick, Member
 Heath Morrison, Member
 Dale Norton, Member
 Mary Peterson, Member
 Theodore Small, Member
 Kimberly Tate, Member (arrived approximately 8:30 a.m.)

DEPARTMENT STAFF PRESENT:

Leslie James, Title IIA Education Programs Professional
 Laurie Thake, Assistant to the Council

GUESTS PRESENT:

Kristen McNeill, Washoe County School District
 Nicole Rourke , Clark County School District
 Richard Stokes, Superintendent Carson City School District
 Susan Keema, Assistant Superintendent, Carson City School District
 Dr. Steven Pradere, Carson City School District
 Lynn Holdheide, Vanderbilt University, National Comprehensive Center for Teacher Quality
 Jennifer Varrato, Regional Implementation Coordinator, Voyager

AUDIENCE IN ATTENDANCE:

Jerry Barbee Nevada Department of Education

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Pamela Salazar, Chair

Chair Salazar called the meeting to order at 8:05 a.m., with attendance as reflected above.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. There was no public comment.

Vice Chair Barker provided additional information on the NGA materials provided the prior day. The members discussed the possibility of Gretchen Weber from NGA providing a short presentation at the next meeting relative to the communication component of the grant.

Continued Presentations and Discussion on Existing Evaluation Systems in Nevada School Districts

Clark County Presentation

Dr. Staci Vesneske, County School District Human Resources Division

Dr. Vesneske introduced herself and stated that Nevada was further along than most states in this process and applauded the Council's efforts so far. She noted Clark County started making some transformative changes with Student Incentive Grant (SIG) money they received, with Rancho High School being their pilot transformational model school. She noted the potential for the transformational model to influence the whole conversation for evaluation in the district as a whole. The entire Clark County School District presentation can be viewed at:

<http://nde.doe.nv.gov/PDFs/Teachers/CCSDTeacherPrincipalEvaluationProcessRevision.pdf>

Dr. Vesneske discussed the change in focus on work from the prior year. Last year the committees focused on the evaluation process itself and the internal process changes which needed to occur. Both the CCSD teacher evaluation committee and principal evaluation committee were focused on internal changes. This year, she noted they still have one committee for the principal evaluation process, but now have multiple committees doing focused work on the teacher evaluation process, which is rigorous and achievable. Dr. Vesneske also stated they are watching the work of the Council for the purposes of alignment.

Goals of the principal evaluation process include developing a rubric and observable component for leadership, the use of rolling data sets, and an acknowledged need for some outside assistance in relation to discussions on data.

Goals of the teacher evaluation process, we currently have 5 subcommittees working on two big issues:

1) The observable criteria and rubrics to be used; and 2) The technology to be used. Additionally, there is a committee specifically designed for community outreach and involvement.

Dr. Vesneske stated the next big systemic step was to link the evaluation data to a coherent system of human capital management strategies, including hiring and professional development, differential retention, etc. Members asked for a definition of differential retention. Dr. Vesneske explained that differential retention involved the need to increase retention of our best performers, while either helping or letting go of the worse performing teachers. This is a component our current system does not have.

Council members conferred with Dr. Vesneske regarding issues of performance framework indicators, the use of growth scores and gap scores, and concern of multiple measures over multiple years. Dr. Vesneske reminded the Council that there was no perfect model, but some models were more useful than others. She reinforced that the model chosen does not need to be perfect, it just needs to be as good as we can get it at this time. The Council thanked Dr. Vesneske for her presentation.

Washoe County School District Presentation

Kristen McNeill, Chief Strategies Officer, State & Federal Programs and K-16 Initiatives

Ms. McNeill introduced herself and started her presentation with Washoe County's vision for use of the Teacher Incentive Fund (TIF) grant and SIG money Washoe County had received. The TIF grant funds 9 TIF schools and 8 volunteer schools for a total of 5 years, while the SIG money funds 7 schools, as well as 2 additional title schools sites, for three years. The entire Washoe County School District presentation can be viewed at:

<http://nde.doe.nv.gov/PDFs/Teachers/WCSDPresentation.pdf>

Relative to principal evaluations, Ms. McNeill indicated Washoe had selected the *McREL evaluation* system. Difficulties with their old evaluation system centered on a lack of data used and a lack of information provided to help principals and their schools move forward. Additionally, the old system provided only two evaluation levels, satisfactory and unsatisfactory.

By contrast the McREL evaluation levels range from developing to proficient, with clearly established criteria for each step-up. The system is rigorous, but easy to understand and includes a professional growth system. Washoe used to have different evaluations for principals and assistant principals, but now both are now aligned into same evaluation system. Ms. McNeill stated they were still piloting McREL district wide, so they will be looking at feedback from principals at the end of this year.

Council members discussed the impact of school improvement plans, student achievement data, and the rigor of the new system. Ms. McNeill stated they wanted to create a true pilot model, so the student achievement data they add next fall will be a no fault, to give an honest look at how student achievement will impact evaluations. This work is too important to make it high stakes at this point in time.

Relative to teacher evaluations, Ms. McNeill indicated Washoe had selected the *Danielson model*. The past evaluation system did not provide a lot of feedback to teachers. Additionally, most teachers were evaluated as satisfactory, but the district had a 56% graduation rate. In TIF and volunteer schools, we did not start with old rubric; we actually started with second edition of the Danielson model. We are currently piloting this model in 17 schools and would like to fully implement the model in our next school year, so we are in the planning stages of implementation now.

Council members conferred with Ms. McNeill on the criteria for a good assessment system. They discussed issues such as available resources, family and community involvement, and cultural diversity. Also discussed were growth and foundational targets and how those targets integrated into the evaluation. Ms. McNeill stated they were still in the process of developing the specifics.

Council members discussed multiple measures and the positive impact of the Measures of Academic Progress (MAP) system Washoe was currently using. Members stated the system impacted all of the standards and helped to direct instruction. Member Crowley stated that the use of MAP can pinpoint where a student is lacking and helps both teachers and parents know how the student is doing. Also noted was the breakdown of data which helped students chart their own pathways to academic success. MAP data is immediate, so it shows where a student is at any given time.

Currently MAP is being used for instruction and parent conference only. Council members noted that a lack of computer resources could be an issue for lower income schools.

Council members conferred with Ms. McNeill on the issue of surveys, in particular the *Tripod* project, and the reliability of that data and/or concerns about signs of survey fatigue. There is currently no evidence of either. They also discussed how the district currently obtains professional support. Ms. McNeill stated Washoe would **be blending federal funds** to pay for consulting teachers and implementation specialists. The Council thanked Ms. McNeill for her presentation.

Carson City School District Presentation

Richard Stokes, Superintendent of Carson City School District; Susan Keema, Associate Superintendent of Educational Services; and Dr. Steven Pradere, Director of Grants and Special Projects

Mr. Stokes introduced himself and provided an overview of his district demographics and discussed some of the challenges. Mr. Stokes noted Carson City has started making some transformative changes with SIG money they received. Teacher and administrator associations have been included in this process, and the professional dialogue created between the schools was amazing. The entire Carson City School District presentation can be viewed at:

<http://nde.doe.nv.gov/PDFs/Teachers/CCSDFrameworkForEffectiveTeaching.pdf>

Mr. Stokes turned the presentation over to Susan Keema, Associate Superintendent of Educational Services; and Dr. Steven Pradere, Director of Grants and Special Projects.

Dr. Pradere began with a discussion of the district's *learner centered approach*. He indicated the district looked at the most successful teachers and asked how they measured their success. Those teachers responded they measured their success by their student's success. However, not all teachers inherently follow this philosophy. Some teachers prefer to measure their success by how well they follow the curriculum. Dr. Pradere stated before they began this system, there was no incentive in their system for teachers to be learner centered. Dr. Pradere briefly discussed ideas concerning curriculum development, assessment, instruction, and the leadership component.

Susan Keema presented information on the *Danielson model* preferred by their district. Ms. Keema noted that other districts were using SIG and TIF grant money to work on other pieces, so they chose to focus their work on curriculum development. Carson City focused their SIG work in year one on 3 specific pieces: the evaluation piece, the student achievement piece, and the persistence piece.

Going into their second-year, Carson City is focusing their work on instruction and assessment and is currently rolling out pre and post assessments. Ms. Keema noted some factors unique for a SIG school; such as the need to add instructional time to the school day, provide academic instruction after school, and the need to turn homeroom in to a period to work on academic strategies courses.

Council members conferred with the Carson City staff, regarding issues of common assessment for the non-tested subjects, the necessary reorganization of resources, focused staff development, as well as the difficult issue of establishing and maintaining growth targets. They also discussed unintended positive consequences, such as special education and regular education teachers working more closely together. The Council thanked them for their presentation.

Member Fitzpatrick motioned for Chair Salazar to write a letter on behalf of the Teachers and Leaders Council to the districts thanking them for giving us their time, information and resources shared. Member Archambault and others seconded. The motion carried without objection.

The staff for the Council has interviewed most of the districts and put together a general summary which Member Peterson suggested be the Council's starting point for further development of their tasks.

Continuation of Evaluating the Performance of Teachers in Non-Tested Grades and Subjects

Dr. Lynn Holdheide, Research Associate, National Comprehensive Center for Teacher Quality

Dr. Holdheide reviewed information discussed the prior day, reminding the Council they started discussing purpose and how the phase end of these new evaluations might phase in.

Council members discussed the possibility of using Student Learning Objectives (SLO) as part of the 50% of student achievement. It was noted that some districts already have this culture established, but not all. Training will be needed to make sure all SLO evaluators are knowledgeable. For students who are deemed at risk, there will need to be some level of collaboration between teachers and specialist teachers to develop those goals and objectives. SLOs need to be reflective of what a student's abilities are.

The discussion then returned to the concept of adequate growth begun yesterday. The big question is how do you credit growth back to specific teachers? Think of a co-teaching situation, some systems say a 50/50 split on growth, others say 100% to each teacher. The Council discussed the need to partner with national regional comprehensive centers to assist in adopting standards. Working collaboratively with others will balance the work and save resources.

The Council discussed the need to develop a communication strategy. Many members were already getting lots of questions regarding the Council's work and what was currently happening. Specifically, the area of tested and non-tested subjects needs to be well articulated no matter what evaluation manner is decided upon.

The Council briefly discussed the need to come to some agreement on purpose. Dr. Holdheide noted this is where the going gets tough and there needs to be buy in from stakeholders across the state. Mission statements are useful in helping everyone move in the same direction.

Council members discussed the unfunded legislative mandate relative to the changes required, in particular in year one. Also discussed was the concept of phasing in certain aspects like professional development balanced with the need to move forward in a meaningful way.

Members discussed the preference for beginning with the evaluation process for principals. It is important to establish trust early on, and by beginning with principals, other educators can observe how the process will work before it applies to them. There will be differentiated components in each system, but there will need to be systemic alignment overall for both.

Members also discussed the importance of getting back to the core in the next meeting. Specifically, what are the deliverables? Which measures are non-negotiable? As well as the concept of multiple measures and the difficult decisions they represent.

Determine Meeting Schedule for 2011-2012 School Year

Pamela Salazar, Chair

Chair Salazar provided some topics for the next agenda would be:

1. Core measures.
2. What is in the 50%.
3. Multiple measures.
4. Working groups and expert panels. How do different groups use and address these problems.

The following dates were established for future Council meetings:

- Jan 20–21, 2012 in Reno
- Feb 8, 2012 in Las Vegas
- March 5, 2012 in Las Vegas
- April 16, 2012 in Reno
- May 7, 2012 in Las Vegas
- May 21, 2012 in Reno

Meeting times and venues to be determined.

Member Hales and Member McCord stressed the importance of establishing and voting on key core measures and basic tenants at the beginning of the next meeting. It is important to begin action on the core measures as soon as possible.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. There was no public comment.

The meeting adjourned at 1:05 pm.

NEVADA TEACHERS AND LEADERS COUNCIL MEETING
January 20-21, 2012

Hyatt Place Reno
1790 East Plumb Lane
Reno, NV 89523

MINUTES OF THE REGULAR MEETING

January 20, 2012

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
Barbara Surritte-Barker, Vice Chair
Christine Cheney, Member
Kathleen Galland-Collins, Member
Theresa Crowley, Member (arrived approximately 9:00 a.m.)
Rorie Fitzpatrick, Member
Sharla Hales, Member
Robert McCord, Member
Theo McCormick, Member
Heath Morrison, Member (arrived approximately 1:30 p.m.)
Dale Norton, Member
Mary Peterson, Member
Theodore Small, Member
Kimberly Tate, Member

PRESENT BY PHONE:

Linda Archambault, Member

LEGAL STAFF PRESENT:

Ed Irvin, Senior Deputy Attorney General

DEPARTMENT STAFF PRESENT:

Leslie James, Title I/II Education Programs Professional
Laurie Thake, Assistant to the Council

GUESTS PRESENT:

Stanley Rabinowitz	Assessment & Standards Development Services at WestEd
Margaret Heritage	Nation Center for Research on Education Standards and Testing
Lynn Holdheide	National Comprehensive Center for Teacher Quality
Jennifer Varrato	Administrative Assistance

AUDIENCE IN ATTENDANCE:

Jerry Barbee	Director of Teacher Licensing, Nevada Department of Education
Pam Hicks	Clark County Association of School Administrators
Kristen McNeill	Washoe County School District
Judy Osgood	Office of the Governor
Lonnie Shielor	Clark County Association of School Administrators
Tami Berg	Nevada Parent Teachers Association

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:52 a.m., with attendance as reflected above.

PUBLIC COMMENT

Pam Hicks from Clark County Administrators Association made the following comments:
Since hearing and reviewing the district presentations on how they are moving forward, it is apparent there are several different directions districts have chosen. She felt this Council should take those directions into account so the good work each district has done will still be relevant. It is critical the communication about the Council's work be open because you have been given the authority by AB222 to move this work forward. I do think there are ancillary groups out there who would be of great assistance in moving forward on the good work you are doing. Thank you very much.

The December action report was handed out and it was agreed that this action report be an informational item until the meeting minutes were complete.

APPROVAL OF A FLEXIBLE AGENDA

Member McCord motioned for approval of a flexible agenda. Member Hales seconded. The motion carried without objection.

CHAIR'S REPORT

Chair Salazar gave an update on the status of the Council, what has been accomplished so far, and where the work seems to be going. AB 222 required the Council to provide recommendations to the State Board by June 1, 2012, which would:

1. Use multiple measures, including student achievement data, in a fair, timely, and rigorous way to promote student learning.

2. Improve the effectiveness of teachers and leaders through professional development, with said development being a part of their evaluation.
3. Provide a mechanism for public input and shared best practices.

The Council has dissected AB222 and received the background knowledge, including research and expertise of industry experts, needed to help build a strong background of understanding of the elements that will go into creating a new type of evaluation system.

The Chair expressed the need to achieve a framework by the end of this meeting that will shape what effectiveness looks like. We need to determine what types of supports we need to ensure effectiveness, determine the timeline of deliverables, determine recommendations for the role of state versus local control in the new system, and develop a communication piece to gain stakeholder input. All of the work we are doing is really about positioning all of Nevada's students at the top of the list in achievement.

A handout titled *Nevada Teacher and Leaders Council: Developing a Statewide Uniform Performance Evaluation System* was provided to help facilitate the Council's work and can be viewed in its entirety at:

<http://nde.doe.nv.gov/PDFs/Teachers/Meetings/2012/01-20/Teachers%20and%20Leaders%20Council%20Guiding%20Principles%20Document.pdf>

ANTICIPATED STRUCURE FOR SUBMISSION OF REQUIRED PLAN TO STATE BOARD OF EDUCATION

Member Fitzpatrick stated that ESEA Waiver principal 3, which very closely aligns with the charge of the Council, required the creation of a uniform statewide performance evaluation framework and an assurance that the Nevada Department of Education (NDE) ensure districts implement that framework with fidelity.

The Council discussed drafting a white paper to make information available to the public so they can see the process and decision points that we are beginning to make along the way, and provide an opportunity for public input.

The Council was provided a handout titled *Teachers and Leaders Council Proposed Development and Implementation Timeline* which can be viewed in its entirety at:

<http://nde.doe.nv.gov/PDFs/Teachers/Meetings/2012/01-20/Teachers%20and%20Leaders%20-%20Proposed%20Development%20&%20Implementation%20Timeline.pdf>

Member Fitzpatrick numerically referenced and discussed the timeline:

1: Teacher and Leader Evaluation Framework.

The model for the evaluation framework will need to be done by June 1, 2012. Dr. Rheault has had some conversations with the Governor's office and with Legislative Committee on Education, and it is understood at this point, that we may only have a preliminary set of recommendations by this statutory deadline.

Member McCord asked if that assumption was realized, will there be time to do a pilot. Member Fitzpatrick stated that the above conversations indicate the need for a phased in approach and she believes there is support from important stakeholders that the timeline can be approached with this in mind. The State Board could adopt regulations for a phase-in of this process. The National Association of State Legislatures has been telling legislators, if this whole matter is approached in a non-deliberative way, it may lead to some serious litigation which will cost more in the end than taking the time to build the system properly. The message delivered by the National Governors Association (NGA) is to approach this evaluation with rigor and speed, but use a phase-in approach that includes some piloting.

2) Evaluation Process.

The Council discussed issues of local control and flexibility versus state uniformity. It was agreed that some basic decisions and targets needed to occur right away.

3) Categories of evidence.

The discussion moved to the issue of evidence. How will we know if we have gotten the right combination in place? What will constitute the 50% student achievement and what will make up the other 50%. Dr. Rabinowitz acknowledged a great deal of conversation would continue around the percentages, both now and as the process evolved.

Member Archambault noted using only one year of growth data for building the framework was troubling and expressed a need for using at least two years of data. Member Fitzpatrick stated our Nevada Technical Advisory Committee, as well as other experts on student assessment, have stated the use of two-three years of growth adds stability. Dr. Rabinowitz said the strategy is to build reliability by balancing the different mobility rates in various districts.

4) Specific Indicators.

What measures will we include and will be defined as negotiable and non-negotiable?

5) Data Collection.

Will need to obtain data. In some cases we may have infrastructure in place to obtain, and in other cases the infrastructure remains to be built, this will include informing the State Board of the anticipated costs for implementation.

6) Training Needs.

Training that is valid and reliable across a diverse spectrum of individuals.

7) Professional Development and Support.

The Council discussed the significant charge of achieving improved instruction and student learning through the professional development of teachers and administrators.

8) System Evaluation and Support.

Also discussed was the need for continuous feedback to improve the system itself.

9) State Education Authority (SEA) and Local Education Authority (LEA) Duties and Associated Cost.

Stakeholder Involvement and Communication.

Vice Chair Barker provided the information she received at the Policy Conference for NGA, which recommends a high-end communication plan be developed to include the Governor's office and Judy Osgood as our liaison.

Member Peterson commented the use of the developed timeline would target each objective and act as a road map for each meeting.

DISCUSSION OF CONCEPTUAL FRAMEWORK FOR DEVELOPMENT OF REQUIRED PLAN

Dr. Holdheide began her presentation discussing the importance of developing a framework before moving on in the process. A framework is a bit like a mission statement and would be the basis on which future decisions would be made. She continued by referring to the timeline previously referenced and noted all of those items were interrelated. A change to one may necessitate changes to the others.

Referring back to *Developing a Statewide Uniform Performance Evaluation System* handout, she stated today's work would center around the Council's assumptions, goals, purposes, and state versus local control value statements. This work will be a foundational piece, a build block for issues such as measure and weights to rest upon. The following definitions were agreed upon:

Assumption: The agreed upon norms or values that an evaluation system need to meet. What do we want this system to do?

Goal: The agreed upon goals of the evaluation system. How we will you know if the system is working?

Purpose: What is the system going to be used for and what is it going to do.

Dr. Holdheide provided a handout for reference titled *Teacher and Leaders Council – Nevada*, which can be viewed in its entirety at: <http://nde.doe.nv.gov/PDFs/Teachers/Meetings/2012/01-20/January%20TL%20C%20Meeting%20-%20Lynn%20Holdheide.pdf>

The Council began their discussion of assumptions by reviewing information from other states (*see pg 12 of above*). The Council discussed the assumptions of Colorado, Rhode Island, Illinois, Maryland, and Ohio, noting the common themes across the states.

The Council discussed what the Nevada assumptions would include. The topics of professional development; the ability to recruit, retain and reward effective teachers; the need for a system that was fair, equitable, and consistent over time; and how to replicate across a state with very diverse districts were discussed.

Also noted was the need to step back and look at the problem and the solution, keeping in mind the creation of an honest and meaningful evaluation to increase student learning, with a goal of creating globally competent students. Dr. Rabinowitz stated every one of the above-listed points should be focused on improving student outcomes. Dr. Heritage added there was a joint responsibility for improving student learning and those outcomes should be at the center of the framework created. She commented, "Remember, the goal is to prepare students for their future, not our past."

The Council also discussed the nature of the relationship between teachers and administrators, and the need to make that relationship more collaborative and collegial. Professional development needed to start with administrators so they are more able to provide feedback and support to their teachers. Member Cheney noted part of the goal was to create schools that were good places to learn and good places to work. They need to be a better place for everyone.

The Council deliberated and created the following preliminary assumptions before taking a break:

1. Recruit / retain / reward effective teachers.
2. Professional Development: Continuous learning.
3. Do no harm. Fair and meaningful evaluations can improve student outcomes.
4. Collaborative and informative for both teachers and leaders which positively impacts school climate and culture.
5. Involve stakeholders, continuous improvement of the system.
6. Alignment between the systems.

The Council returned from break and heard comments from Assemblywoman Debbie Smith.

Assemblywoman Smith thanked everyone for their commitment of time. She expressed her appreciation of the tasks that this Council has before them and how important this Council's work is and the effect this will have on what happens in the classroom. She stated she is committed as a legislator to going forward to try to give the Council the support it needs to implement this work.

The Council discussed whether there should be an affirmative statement that student assessment data can and will be used and that it is right to do so. Dr. Rabinowitz cautioned on the co-mingling of terms.

AB 222 states student achievement data must be used; it does not say student assessment data.

The Council determined it was more effective to break into small groups, with each group assigned a specific assumption to evaluate. Prior to doing so, Dr Irvin provided his function was not to make sure the open meeting law was followed, but to assist the Council in following the open meeting law and to make occasional suggestions to support compliance. He stated he would try to assist to make sure the record is appropriate. He stated that breaking into small groups is difficult under the open meeting law. The function of an open meeting is to create minutes. Those minutes are evidence of what happened and what action was taken. Until those minutes are prepared, the audio recording takes the place of the minutes. It is difficult to have a complete audio record when you break into groups. Everything considered by a public body needs to be on the record. Subcommittee groups need an agenda, and open meeting law needs to apply. If a member of the public wanted to be here, they could participate by walking around and listening. In order to address this, then, given the desired to engage in small group work, when small groups report to the large group, discuss the process used and explain thoroughly the discussion had, so it is in the record to support compliance with the spirit of the open meeting law.

The Council broke into groups to discuss each of the assumptions listed. Members reviewed the work of each group and one person from each group made a presentation to the entire Council. The Council discussed at length each of the assumptions and the differences between them and agreed upon the following language:

The following assumptions support an underlying belief that effective teachers and administrators must be developed and supported so that all students master standards and 21st century skills so that students leave high school college and career ready.

1. *Teachers and leaders will improve thru effective, targeted professional development that inform and transform practice.*
2. *An evaluation system will include clear expectations for both professional practice and student growth and include fair, meaningful, and accurate feedback.*
3. *The evaluation process will involve all stakeholders in a collaborative process that informs practice and positively influences the school and community climate.*
4. *Student growth is measured over time using assessments and other student work.*
5. *Educator and administrator evaluations are consistent with and supported by the state, district and school-level systems (i.e. human resource policies, licensure, negotiated agreements, professional development, and governance.)*
6. *An aligned and supportive teacher and leader evaluation system includes continuous & measurable improvement of the system, the individuals within, and the students.*

Member Peterson made a motion for Chair Salazar to word smith the assumptions and present to the Council at the February meeting. Member McCormick seconded. The motion carried without objection.

The Council broke for lunch and returned at 12:45p.m.

Referring back to the document *Developing a Statewide Uniform Performance Evaluation System*, Dr. Holdheide stated the issue of state versus local control would be tabled until tomorrow, and the Council returned to the discussion of the at least 50% student achievement piece required by AB222. The Council stressed the importance of focusing on measures that would be meaningful to teachers. Dr. Irvin noted AB225 also played a role in the discussion as it dealt with probationary and post-probationary teachers and administrators.

The Council reviewed how other states handled the student achievement piece, looking specifically at Colorado, Iowa, Delaware and New York. The Council discussed whether this was the time to set the student achievement percentage at a firm 50%. It was suggested that perhaps 50% might be used during the initial piloting phase, and could be adjusted when validity of the measures could be evaluated. It was emphasized the decision should not be arbitrary and the TLC agreed it would be premature at this point.

Dr. Holdheide stated that the next presenter, Dr. Margaret Heritage, will be giving background information on what different states have created to show student achievement.

Dr. Margaret Heritage, *Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA*.

Dr. Heritage began with her perspective on the evaluation process: Less is more. The states who have created long lists of measures are taking on far too much. The goal is to transform the education system to enable student learning. It is important to have quality instruction for all, which is based on specific principles and contingent upon individual student advancement. She noted the United States, like Britain, has an issue with underachieving students. These students bring cultural capital to the classroom, but do not achieve their potential. Teachers need to be responsive to students needs at all times.

Feedback loops:

Feedback is information on the gap between the actual level and the ideal level of performance; an evaluation of the current status with respect to desired goals. This is an ongoing process. If information is not used to alter the gap between the actual and ideal level, then it is not feedback. She noted to achieve feedback; the system needs to be manageable. Less is more.

Desired practice to create learning:

Dr. Heritage stated she hoped Nevada would be bold. The Common Core Standards (CCS) are an opportunity to reset the education button. Begin with what you would like to see in 2014 and how that might grow and develop. There are huge changes ahead. Both teachers and students need to transform for the system to see real change. Think about what an effective teacher in Nevada will look like and sound like, also what an effective learner will look like and sound like. Don't think about status quo, think about the future.

Changes ahead:

There are significant changes looming on the horizon. Access to complex text will be required for all students, which is viewed as a particular challenge because students do not meet current standards. There will be more emphasis placed on reasoning and argumentation, context and language together, and the ability to compare and contrast ideas across texts and subjects. Higher levels of classroom discourse will be required. Dr. Heritage emphasized classrooms will have to look and operate differently to achieve these results.

The Council discussed issues around implementing the CCS. Trying to get everyone to buy into the concept that everyone is teaching reading has been difficult. The Council noted the need to ensure a specific link to the implementation of the common core and what will be required from teachers to ensure the CCS are reached. Everyone will need to assist in reaching these goals.

Dr. Heritage continued that learning to learn skills were as important as the content standards. We do not want to raise a population with learned helplessness; we have that now. The ability to self-regulate ones learning behavior is essential.

Dr. Heritage led a discussion of the principles to evaluate across disciplines, which are:

1. New learning is connected to prior learning and experience.
2. Students are clear about intended learning and performance criteria.
3. Learning tasks have high cognitive demand for diverse learners.
4. Students engage in meaning-making through discourse and other strategies.
5. Students engage in metacognitive activity.
6. Assessment is integrated into teaching and learning.

Clear performance criteria and constructive classroom discourse will be essential. To achieve this, teachers will need to structure time in the lesson for students to be reflective on their work. Students need time to think and get their thoughts together to deepen their learning.

Dr. Heritage and the Council discussed how to achieve these principles in practice. It was suggested the six principles be placed in a rubric with research questions and given to the districts to pilot. Dr. Heritage emphasized the rubric needed to be lean, mean and impactful. Dr. Rabinowitz proffered tests for an effective rubric and the Council discussed the types of exemplars which could be used in the rubric. The three types of exemplars are: direct observation, an artifact of the exemplar, and indirect artifacts. The Council thanked Dr. Heritage for her presentation.

Member Morrison arrived and explained the reason for his delay in joining the meeting was a result of addressing issues associated with the Washoe Valley fire. He provided an update on the fire, stating he was able to tour the area earlier in the day, and it was an incredible sight. He discussed the very fast movement of the fire at the press conference the night before. He complimented the bravery of bus drivers who went into dangerous areas and situations to get students out, as well as teachers who live in that area and stayed behind to help out. Member Morrison stated the fire was currently about 50% contained, and weather coming in will help with that. Three schools were closed today, two due to smoke damage and one used as a command center.

DISCUSSION ON THEORY OF ACTION

Dr. Rabinowitz stated the goals and purposes could create an incorrect perception unless the council was very clear that they are building a system which, over a series of years, will phase in from pilot to implementation. Each phase will become a more perfect system than the one before. The system will become progressively better every time.

The Council discussed the need to have subcommittees work on the indicators to begin the evaluation system. Chair Salazar proposed the following three subcommittees and stated their proposed tasks. The subcommittees recommended were:

What: What class of indicators do we want?

How and the how much: Which test, what rubric, existing surveys or do we create our own? Then how much do we weight them across the phases and years.

Communication and professional development piece: How do we get information out there?

Members raised concerns on how these groups would work together and how the information obtained would be presented to the group. Chair Salazar stated the subcommittees would present information to the entire Council who would make the decisions regarding the findings and future work of the subcommittees.

Chair Salazar encouraged the members to think about the big ideas tonight, and indicated subcommittees would be developed tomorrow. Some members have interest and expertise in some areas that she would not be aware of. She also encouraged the members to consider the level of work which would need to be accomplished in conjunction with their existing time demands.

The conversation turned to a discussion of state versus local control. In particular, how the Council could determine a system which would work for every district, both large and small. Dr. Irvin stated we actually have guidance in three bills, AB222, AB225 and AB229. What the Council will find is some things can be discussed and negotiated in general terms, but another sections give the districts flexibility to come up with their own policies and procedures. Since there will be contractual issues which will require consultation with groups like the Nevada State Education Association (NSEA), that is the way it is to happen. Every year school districts evaluate policies and procedures. AB 222 created the functions of this council, while AB225 concerns changes to NRS 391.3116. To some extent, the application of these three bills together changed the world. AB225 and AB229 are the effects of evaluation on individual teachers. Your discussion at this time is leading into possible regulations the State Board will eventually make based on the recommendations of this Council. If you submit a white paper to the State Board, included how you are going address these subjects including the ability for implementation of the other issues, the 50% or less category, ELL, application to non-core, non-tested subjects, and school improvement. Chair Salazar stated the state/local continuum discussion would be continued tomorrow.

Dr. Rabinowitz and the members discussed some of the general issues presented by too much local or too much state control. Issues of validity and fidelity of results were discussed, as well as physical and financial constraints of the districts. They also discussed how goals and purposes may change over time based upon refinement of the measures. The focus now should be on what was realistic to accomplish in year one.

Member Fitzpatrick stated the Council was to provide recommendations to the State Board. Perhaps our recommendations include a phased in approach to the evaluation system, and then the State Board may adopt regulations for phase in. Our recommendation can be to have a staged and sequenced implementation with the required feedback, etc. The State Board has the choice to accept the recommendation in its entirety, or to do something entirely different.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. There was no public comment.

The meeting adjourned at 4:18 pm.

Meeting scheduled to reconvene on January 21, 2012 at 8:00 am.

MINUTES OF THE REGULAR MEETING

January 21, 2012

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
Barbara Surritte-Barker, Vice Chair
Christine Cheney, Member
Kathleen Galland-Collins, Member
Theresa Crowley, Member
Rorie Fitzpatrick, Member
Sharla Hales, Member
Robert McCord, Member
Theo McCormick, Member
Heath Morrison, Member
Dale Norton, Member
Mary Peterson, Member
Theodore Small, Member
Kimberly Tate, Member

PRESENT BY PHONE:

Linda Archambault, Member

LEGAL STAFF PRESENT:

Ed Irvin, Senior Deputy Attorney General

DEPARTMENT STAFF PRESENT:

Leslie James, Title I/II Education Programs Professional
Laurie Thake, Assistant to the Council

GUESTS PRESENT:

Lynn Holdheide	National Comprehensive Center for Teacher Quality
Jennifer Varrato	Administrative Assistance

AUDIENCE IN ATTENDANCE:

Pam Hicks	Clark County Association of School Administrators
Jerry Barbee	Nevada Department of Education
Kristen McNeill	Washoe County School District
Shane McLoud	Students First
Barbara Janne	NAE
Judy Osgood	Office of the Governor
Sean Hill	Sierra Nevada Journeys

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:11 a.m., with attendance as reflected above.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment.

RECAP OF YESTERDAY’S MEETING (January 20, 2012)

Chair Salazar recapped the work done on the assumptions and indicated they would revisit that issue today. She also stated they would revisit the issues Dr. Heritage presented as well. They would cover in more what the subcommittees would look like.

Chair Salazar stated today they would discuss state versus local control, review our assumptions, and work on goals and purposes. They would also spend time working on communication and how to gather input from stakeholders, as well as how to ensure consistent messaging about the council’s work. As time goes along, we will gain more and more interest as people start to hear about some of the decisions we are beginning to make.

CONTINUED DISCUSSION OF CONCEPTUAL FRAMEWORK FOR DEVELOPMENT OF REQUIRED PLAN

Dr. Holdheide continued the discussion of conceptual framework. She stated the members spent a great deal of time working on assumptions the prior day and suggested revisiting those assumptions. The Council discussed wording, context, and scope of the assumptions. Revisions were made and the assumptions were restated and reflected as:

Introduction: *The following assumptions support an underlying belief that effective teachers and administrators must be developed and supported so that all students master standards and essential skills so that students graduate college and career ready.*

- 1. Teachers and administrators will improve thru effective, targeted professional development that inform and transform practice.*
- 2. An evaluation system will include clear expectations for both professional practice and student growth and include fair, meaningful, and accurate feedback.*
- 3. The evaluation process will engage stakeholders in a collaborative process that informs practice and positively influences the school and community climate.*

4. *The evaluation system must include student, teacher, and administrator achievement and performance measured over time using multiple measures, multiple times, and multiple years of assessment and other student work.*
5. *Educator and administrator evaluations are consistent with and supported by the state, district and school-level systems.*
6. *A consistent and supportive teacher and leader evaluation system includes continuous and measurable feedback to improve performance of students, teachers, administrators, and the system.*
7. *The evaluation system is a part of a larger professional growth system that consistently evolves and improves to support the teachers and leaders it serves.*

Member Peterson made a motion to adopt the assumptions as amended with the caveat to edit and revisit again. Member McCormick seconded. The motion carried without objection.

The Council then reviewed their original goals to see if any revisions were needed.

Original goals:

1. Develop an accountability framework that improves performance of all educators and students.
2. Inform human capital decisions based around a professional growth system.
3. Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

The members discussed whether the terms contained too much jargon, whether the goals were actually measurable, and if they were accurately worded. The Council debated on changes and settled on the following goals:

1. *Develop a performance accountability framework that:*
2. *Ensures student learning and growth*
3. *Improve teacher and administrator capacity and instructional practice*
4. *Informs human capital decisions*
5. *Continually improves thru feedback*

Member McCord made a motion to adopt the goals as amended. Member Cheney seconded. The motion carried without objection.

Dr. Holdheide began a discussion with the Council on purposes. As we have talked about before, purposes may change over time. It maybe in the first year you do not make human capital decisions because the data is not reliable enough. The Council needs to focus in on specific purposes. The members reviewed and discussed some of the general purposes seen across other states. Dr. Holdheide stressed to the Council your purpose helps to drive the type of measures you will need to put in place.

The Council discussed purposes in detail and decided upon the following wording of their purposes and indicated which goal the purpose supported.

1. Identify effective instruction and leadership that will establish criteria to determine:
2. Whether students are meeting achievement expectations. (supports Goal 1)
3. Effective engagement of families. (supports Goal 1&2)
4. Educator's effective collaboration. (supports Goal 1, 2 &3)
5. What professional development is needed. (supports Goal 1, 2 &3)
6. Human capital decisions including rewards and consequences. (supports Goal 3)
7. Educator's use of data to inform decisions making. (supports Goal 1, 2 &4)

Member Hales made a motion to take purposes as they currently stand, with the flexibility to wordsmith for clarification. Vice Chair Barker seconded. The motion carried without objection.

Chair Salazar opened the floor for public comment.

Kristen McNeill commented she appreciated the opportunity to contribute. She referred back to the Council's discussion on assumptions and proposed a change to a stronger statement. State what your beliefs are wrapped around this entire discussion, as far as professional development and the evaluation system for teachers and principals.

Moving to the goals section, she recommended capturing both effective teachers and administrators as effective educators. Member Fitzpatrick asked for a clarification of whether she was talking about goals or purposes. Ms. McNeill stated she was referring to the goals. She stated that she believes if you take a few moments to review, these restated goals capture the high level discussions the TLC has been having with the intent of the legislation as far as lesson planning, classroom management, but it also speaks to the importance of monitoring the system on a regular basis. She said she could not stress enough the importance of having feedback as this system is put together. Thank you.

The Council agreed on the preference for belief over assumption, but expressed a need to be sure the public would understand that the term "educator" addresses both teachers and administrators.

Member McCord proffered he would agree to amend his prior motion to reflex the change from assumption to belief if the second agreed. Member Cheney agreed. The motion carried without objection.

With the above motion carried the former assumptions are now characterized as beliefs and read as follows:

*Introduction: The following **beliefs** support an underlying belief that effective teachers and administrators must be developed and supported so that all students master standards and essential skills so that students graduate college and career ready.*

1. ***Our belief is teachers and administrators will improve thru effective, targeted professional development that inform and transform practice.***
2. ***Our belief is an evaluation system will include clear expectations for both professional practice and student growth and include fair, meaningful, and accurate feedback.***
3. ***Our belief is the evaluation process will engage stakeholders in a collaborative process that informs practice and positively influences the school and community climate.***
4. ***Our belief is the evaluation system must include student, teacher, and administrator achievement and performance measured over time using multiple measures, multiple times, and multiple years of assessment and other student work.***
5. *Educator and administrator evaluations are consistent with and supported by the state, district and school-level systems.*

6. *A consistent and supportive teacher and leader evaluation system includes continuous and measurable feedback to improve performance of students, teachers, administrators, and the system.*
7. *The evaluation system is a part of a larger professional growth system that consistently evolves and improves to support the teachers and leaders it serves.*

Chair Salazar opened a discussion of the use of the term “educator” to reference both teachers and administrators. The Council discussed the matter and reached a consensus to use the term educator, with the proviso to define the term on its first use. The members will include a caveat to use the term teacher or administrator only in instances where reference to only one was intended.

Member Peterson made a motion to use the term educator in place of teachers and administrators after first defining in an initial statement. Member Tate seconded. The motion carried without objection.

The Council next began work to define a proposed evaluation framework. Dr. Holdheide stated they were not talking about any specific measures at this point, just how the Council would define the framework. The Council returned to a discussion on whether this would be an appropriate time to set the student achievement portion of the framework at 50% as a preliminary recommendation for the initial implementation phase. Members discussed the issue of alignment in classroom observation versus student achievement. Dr. Holdheide indicated some places like New Haven had developed a rubric to help account align an imbalance between observation and achievement.

Dr. Irvin noted that historically you could not use student achievement to evaluate teachers, and then Race to the Top (RTTT) came along. RTTT recommended including student achievement in teacher evaluations. AB222 changed that in this state. Our legislators discussed exactly what you are discussing now; that the tests we have now are not designed to be used for teacher evaluation. Legislators questioned where the concept of 50% came from, and the answer to that was the RTTT application.

The Council discussed the need to have the framework support educator interaction with students as well as colleagues. We want to make sure those educators producing excellent results are sharing with others. It was emphasized the Council was working on an evaluation system which will define success and accountability; not just proficiency. No matter what system we come up with, it is important to acknowledge those who exhibit outstanding performance.

The Council also discussed the need to establish confidence and reliability in the newly established system. It was noted the current system was based purely on evaluations and now we are moving away from that. Until we have confidence the new model, the prudent thing to do would be to hold at the 50% student achievement required by statute. Dr. Holdheide reminded the Council that as confidence in the system and measures increased, the percentage could increase as well.

Member McCormick motioned for student achievement at 50% in the initial stages of implementation of evaluation system. Member Galland-Collins seconded.

The Council discussed concerns around articulating to constituents why student achievement would only be 50%. It was noted that 50% was currently at the high end of what states would be implementing, most were below 50%. It will be important to explain to stakeholders that we are replacing an entire evaluation system for educators. Our current tests are valid for the purposed they were created for. We have not yet established their validity for other purposes.

Member Hales indicated she felt the vote was premature at this point. Member Crowley stated it may be better to start from the end. If we can determine the pieces which go into establishing the two major categories, then it will be easier to determine what the final percentage of each major category will be.

Member McCormick withdrew the motion and Member Galland-Collins withdrew the second.

Council members had a lengthy discussion about the structure of the proposed evaluation framework. Members decided upon:

Evaluation Framework

Student Achievement/Performance

Student Assessment

Other Student Outcomes

Student Perception

Educational Practices

Instructional Principles

Family Engagement

Professional Responsibility

Member Cheney motioned to endorse the Evaluation Framework as a working document; a beginning framework for the Council to continue building upon. Member Peterson second. The motion carried without objection.

Dr. Holdheide then opened a discussion on the Council’s philosophy around the balance between state and local control in the evaluation process. Council members stated they were to provide recommendations to the State Board, but questioned whether they had any implementation authority. Members also discussed the preference of the districts to have a minimum framework from the State. A common framework for some of the requirements to allow for the sharing of resources, with flexibility enough to cover 17 diverse districts was seen as optimal.

Dr. Holdheide then discussed what other states were doing and re-introduced the three models previously discussed, which are the:

State model: State dictates what is to be done.

Elective state model: State provides strict interpretation in some area, but allows flexibility in others.

District evaluation system with required parameters: State won’t necessarily put out a framework, but they will say districts have to use multiple measures, etc.

The Council discussed the possible trade-offs between the models and reviewed how other states were approaching the issue. Specifically, the Council reviewed: Colorado, Georgia, Indiana, Massachusetts, Ohio, Rhode Island, Iowa, Florida, Maryland, Washington, New York, Louisiana, Delaware, and North Carolina. The information can be view in its entirety at:

http://nde.doe.nv.gov/PDFs/Teachers/Meetings/2012/01-20/Models_State_LocalRelationships.pdf

The Council discussed the concept of weighting and range limitations. There needs to be minimal parameters to ensure uniformity. There may be a possibility of districts submitting plans to for vetting and review by the State, but unsure of staffing and capacity at this time. Member McCormick stated there may be some value in bringing current district pilot programs and our process together over the next 1 ½ years to view alignment.

The Council reviewed and discussed the interview information provided by the districts. This information can be viewed in its entirety at:

Council members discussed what type of system they wanted to develop. Members cautioned against self-limiting the possibilities of the system up front, indicating it may be better to develop the system we really want, and then going back to evaluate funding needs. There may be a possibility of sharing resources with other states to get those things we really want for our system.

The Council will develop a framework that defines effective instruction and practice for educators and establishes a minimum set of criteria and expectations related to measures of performance. Including but not limited to:

*The use of multiple measures
The training of evaluators
The use of observations
Includes professional development
Establish minimum and maximum weights for specific measures
Self-assessment
Parent/Student feedback
Educators need to receive written feedback
Districts need a reflective process*

Member Cheney made a motion to table the conversation at this point to word smith and edit the state versus local control piece, along with some of the criteria identified, and present again at the next meeting. Member Small seconded. The motion carried without objection.

DEVELOPMENT OF A COMMUNICATION PLAN

Dr. Holdheide began the discussion of a communication plan by referring members to *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems*, page 16, which can be viewed in its entirety at:

<http://nde.doe.nv.gov/PDFs/Teachers/Meetings/2012/01-20/A%20Practical%20Guide%20to%20Designing%20Comprehensive%20Teacher%20Evaluation%20Systems%20--%20National%20Comprehensive%20Center%20for%20Teacher%20Quality.pdf>

Dr. Holdheide stated the Council needed to establish who the stakeholders were and what their communication expectations are. A plan is needed from the beginning to correlate communications to your targeted audience.

Chair Salazar stated the Council had resources through an NGA grant to provide technical assistance for the implementation of a communication plan. The Chair called on Judy Osgood from the Office of the Governor for public comment.

Ms. Osgood stated the NGA grant funding could be used to hire consultants to assist with a communication plan. We have already been in touch with the staff at NGA and they are very willing and able to offer any kind of technical assistance we need. One of their staff members has already offered to compile a set of what they consider communication best practices which have been utilized by other states. The NGA could offer excellent guidance for this Council so they will know what is needed. An NGA technical assistance team will be in Nevada to meet with the leadership team on February 3, 2012. It would be helpful for some guidance from this Council for that meeting. Thank you.

Member Morrison stated there was a sense of urgency in creating a website so anybody who has questions knows where to go. The communication subcommittee needs to start discussing what we need to do receive input and inform stakeholders on the current work of the Council. Member Morrison offered to make a Washoe County a resource available to the Council; a partnership with k-12 Insight to get targeted feedback.

SUBCOMMITTEE PURPOSE AND STRUCTURE

Chair Salazar stated since the Council had previously given her the direction to set up the subcommittees, she wanted to suggest possible people to chair those subcommittees using individual expertise were it would be most valuable. She asked if Vice Chair Barker would be interested in chairing the subcommittee on communication, since she has been involved in the NGA policy academy and the goal of this subcommittee would be to build a communication plan to both convey information to the public and receive information from stakeholders. Vice Chair Barker agreed to serve in that role.

Chair Salazar stated she has an interest in chairing the subcommittee centered on the “What”; the areas around the standards. This subcommittee will look at some of the measures we can use for educator effectiveness, and Standards and measures used to create standards. She thought this subcommittee should look at other states practices also.

Chair Salazar inquired as to whether Member Fitzpatrick would be available to chair the subcommittee centered on the “How”; the ways and weight to use, as well as the indicators and application thereof.

The Council discussed how many members would be on each subcommittee and engaged Dr. Irvin with regard to how the subcommittees might communicate with each other and the Council. Dr. Irvin emphasized the subcommittees could not conduct meetings via email. Staff can email members of the subcommittee and you can have limited communication. You need to establish the number on the committee and cannot have a quorum discussing any matter away from the full committee unless it has been ajenized. To clarify, there are 15 members of this council, 5 of you can meet over dinner and discuss just about anything you want. The problem is when you discuss matters electronically; there is the possibility of it going to a quorum. You need to be careful about that. He then referred to the presentation of George Taylor during the initial Council meeting; stating Dr. Taylor emphasized this is a quorum state and a deliberation state. Deliberation is an action that does not need to have a motion to occur, so if it looks like action, then it probably is.

Chair Salazar stated the main purpose of the subcommittees would be to gather information to present to the entire Council for deliberation and possible action. The Council discussed the possibility of using staff to gather information and the possible burdens that would create. Chair Salazar stated the issue of subcommittees would be tabled until the next meeting so the communication aspect could be more thoroughly explored. The Chair stated goal of the Council was to be transparent and comply with the open meeting law.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment.

Pam Hicks:

Congratulations on the work you did today. This is a very difficult task and you are doing a fine job. This process is gaining momentum, and you have districts in all stages of process. It is important to get something out to the districts so they can begin to frame things because they are interested in what the Council has to say. My second comment is very short and has to do with the term “statewide” in AB 222. The Legislative

Committee on Education has a very different view on what statewide means. I think you should look at local versus state and have a definition of what that term means. Thank you.

Shane McLoud:

I am with Students First and we are a nationwide organization who works in over a dozen states on issues like this. Our CEO is Michelle Rhee. The organization is based in Sacramento. I am a former teacher of 14 years for Los Angeles Unified School District. I have worked at charter schools and have been a public school board member and a former union leader. There are teachers very interested in this process and its outcomes and they will be coming to meetings within the next few months to add their voice so, we are happy you are transparent and welcoming to the public, and that the information in your work is going to be very public to the stakeholders. Thank you for starting this work, I am very impressed with the amount diversity and experience at this table. All of the points you are discussing are very critical. Just from the work I have seen, Nevada certainly could be a leader. I wanted to introduce myself and my organization and let you know we are open to being a resource for your work. We are available. Thank you for your transparency and the revolutionary work you are doing.

The meeting adjourned at 1:28 pm.

The next meeting is scheduled for February 8, 2012 in Las Vegas.

NEVADA TEACHERS AND LEADERS COUNCIL (TLC) MEETING
April 16, 2012

Hyatt Place Reno
1790 East Plumb Lane,
Reno, NV 89523

MINUTES OF THE REGULAR MEETING

April 16, 2012

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
Barbara Surritte-Barker, Vice Chair
Linda Archambault, Member
Christine Cheney, Member
Theresa Crowley, Member
Kathleen Galland-Collins, Member
Sharla Hales, Member
Robert McCord, Member
Theo McCormick, Member
Heath Morrison, Member (arrived at 10:45 a.m.)
Dale Norton, Member
Mary Peterson, Member
Theodore Small, Member
Kimberly Tate, Member

MEMBERS PRESENT BY PHONE:

Rorie Fitzpatrick, Member (present by phone until 12:00 p.m.)

LEGAL STAFF PRESENT:

Shane Chesney, Senior Deputy Attorney General

DEPARTMENT STAFF PRESENT:

Leslie James, Title IIA Education Programs Professional
Laurie Thake, Assistant to the Council

GUESTS PRESENT:

Sujie Shin Senior Manager, Assessment and Standards Development at WestEd
Lynn Holdheide Consultant, Vanderbilt University

AUDIENCE IN ATTENDANCE:

Pam Hicks Clark County Association of School Administrators
Judy Osgood Office of the Governor
Kristen McNeill Washoe County School District
Pepper Sturm Legislative Counsel Bureau
Nicole Rourke Clark County School District
Shane McLoud Students First
Tami Berg Nevada Parent Teachers Association
Shari Ory A6

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:40 a.m., with attendance as reflected above.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. There was no public comment.

APPROVAL OF FLEXIBLE AGENDA

Member McCord motioned for a flexible agenda. Member Cheney seconded. The motion carried without objection.

APPROVAL OF FEBRURY 8, 2012 AND FEBRUARY 17, 2012 MINUTES

The Council reviewed the February 8, 2012 minutes. *Member Tate motioned to approve the February 8, 2012 minutes as presented. Member Peterson seconded. The motion carried without objection.*

The Council reviewed the February 17, 2012 minutes. *Member Collins motioned to approve the February 17, 2012 minutes as presented. Member Cheney seconded. The motion carried without objection.*

REVIEW OF PROPOSED RECOMMENDED TIMELINE FOR 2012 TEACHERS AND LEADERS COUNCIL DELIVERABLES INCLUDING ANTICIPATED PRESENTATION OF RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION ON JUNE 1, 2012 AND DECEMBER 6-7, 2012

Members discussed the potential for making legislative changes to the current statute, AB 222. Judy Osgood, Office of the Governor, provided it was anticipated if clarification was needed on the statute itself, then modifications should be considered and proposed by the Council. Pepper Sturm, Legislative Counsel Bureau, commented the May Legislative Committee on Education (LCE) meeting would be a good time to start the process for any proposed changes to legislation. The LCE will have a June meeting, but may not have a July meeting. In August they will take action on the recommendations, so plan on submitting something in writing regarding proposed changes to statute in that June period. Members queried whether the proposed changes would need to be agendaized to the LCE before they could take action. Mr. Sturm provided his office would need to consult with their counsel, but usually a general recommendation was enough ground work and could be distributed prior to the meeting. Chair Salazar stated she would provide the LCE with a set of general recommendations at the May 10, 2012 meeting, followed by more specific written recommendation at the June meeting.

Members discussed the upcoming Joint Task Force meeting of the Models and Indicators/Measures task forces and questioned counsel relative to the presence of a quorum of TLC members participating in the Joint Task Force meeting. Shane Chesney, Senior Deputy Attorney General stated he would review open meeting law procedures relative to joint task force meetings and report back to Chair Salazar and Member Fitzpatrick. Members questioned how they should communicate with the Joint Task Force and it was confirmed there should be no direct communication between the task forces. All communication should be conducted through staff to ensure the Council and its task forces did not engage in serial communications. Member Fitzpatrick clarified for the record that none of the email communication occurred between members, all were sent through staff.

Members reviewed and discussed the proposed deliverables timeline. Member Hales questioned whether the Council would actually be adopting standards and indicators today. Members determined they would only review and discuss standards and indicators at the April 16, 2012 meeting.

Member Barker motioned to approve the timeline with the suggest revision to the April 16, 2012 date, indicating the Council would be looking and reviewing standards and indicators, but not adopting them today. Member Archambault seconded. The motion carried without objection.

UPDATE FROM THE COMMUNICATIONS TASK FORCE: REVIEW THE COMMUNICATIONS TASK FORCE’S RECOMMENDATIONS FOR SHARING INFORMATION WITH INTERESTED STAKEHOLDERS REGARDING THE WORK OF THE TEACHERS AND LEADERS COUNCIL AND EFFORTS TO DEVELOP A STATEWIDE UNIFORM PERFORMANCE EVALUATION SYSTEM FOR TEACHERS AND SCHOOL ADMINISTRATORS

Material presented by the Communications Task Force to the TLC can be viewed at:

http://nde.doe.nv.gov/Teachers_LeadersCouncil_Resources.html

April 16, 2012 Meeting: Communications Task Force Information.

Task Force Chair Barker presented the work to date of the Communications Task Force for Council approval. The purpose of the Communication Task Force is to communicate the work of the Council to our stakeholders. Members reviewed the power points presented and discussed the need to have presentations of varied lengths to present a consistent message from the TLC. Presentation lengths of at 15 minute, 30 minute, and 1 hour were recommended. Chair Barker emphasized power points would be ever evolving documents; as changes to the *White Paper* would necessitate changes to the power points.

Members discussed the idea of creating a 5-6 minute informational video on the TLC with the assistance of the Washoe County School District (WCSD). TLC Chair Salazar will present general information about the TLC on the video, which will look similar to Washoe Bell Schedule, and will include background video of teachers, administrators, and the Council. If approved, it is anticipated the video will be up and running at the end of the month. Members discussed placing the video on the new website hosted by the Governors’ Office.

Members reviewed the feedback forms designed by the task force and discussed each form in detail. Members suggested changes to the response options provided which would lessen the neutrality of responses and provide respondents with an opportunity to provide more detailed comments and feedback. It is important to emphasize during the presentations that the TLC both wants and needs input from its stakeholders. It was recommended the feedback forms be handed out at the beginning of the presentation to provide ample opportunity for input. The feedback forms are currently being collected by Task Force Chair Barker.

The format of the new website was discussed at length by the Members. Judy Osgood, Office of the Governor, stated she had been working with the Information Technology (IT) department relative to the requirements of the new page. There had been some indecision as to whether the new TLC site would be created now or during the overhaul of the Nevada Department of Education (NDE) website; however, it was ultimately decided the urgency of the TLC’s work necessitated completion of the new website now. Members discussed how the website would be accessed and the information it would contain. It was determined a web link would be created which could be placed on other websites to direct interested person to the TLC website. The new website will contain the video, webinar information, and possibly an interactive blog. Information from the current NDE website will be selectively used on the new site, with the new site containing a link to the NDE. The NDE site will be maintained as the archival location for all of the information presented to the TLC. The connection between the new website and the NDE website will need to be as seamless as possible.

Member Cheney motioned to approve the Communications Task Force work with the changes discussed. Member Peterson seconded. TLC Chair Salazar summarized the two main changes: First, the task force will adopt standardized power point formats for 15, 30 and 1 hour presentations. Once those are created, they are not to be changed or modified by the presenter; and second, there will be a new TLC website hosed from the Governor’s office webpage. The motion carried without objection.

REVIEW OF PROPOSED RECOMMEND KEY TERMINOLOGY ON TERMS SUCH AS “PERFORMANCE INDICATORS”, “PRINCIPLES”, “CATEGORIES”, AND ANY OTHER TERMS THAT EMERGE DURING THE DISCUSSION THAT WOULD BE BENEFICIAL TO DEFINE IN

ORDER TO ENHANCE THE CLARITY OF THE NV TLC TEACHER EVALUATION FRAMEWORK/MODEL AND NV TLC ADMINISTATOR EVALUATION FRAMEWORK/MODEL

Chair Salazar stated this item would essentially be blended with a discussion with the next agenda item. She requested Sujie Shin, Senior Assessment Manager, Assessment and Standards Development Services at WestEd, to provide some background information regarding terminology and the work completed to date. Ms. Shin provided that based upon clarification of Open Meeting Law requirements, communication directly between Indicators/Measures and Models task forces would not be possible. The task forces reached a point where they were working on parallel tracks and further work would need to be based on and need input from the other group. The decision was made to halt those conversations and bring the matter back to the TLC to update everyone on where we stand, have a full group discussion, and then provide further instruction to the task forces. As of the last TLC meeting, the framework/model reflected two spheres; Educational Practice on the left and Student Outcomes on the right. The Educational Practice sphere contained 2 domains; Instructional Practice and Professional Responsibilities. The Student Outcomes sphere contained 2 domains; Student Achievement and Student Engagement. Ms. Shin then transitioned to the next agenda item.

UPDATE FROM THE MODELS TASK FORCE: REVIEW OF MODELS TASK FORCE’S RECOMMENDATIONS FOR THE OVERALL STRUCTURE OF THE NV TLC TEACHER EVALUATION FRAMEWORK/MODEL INCLUDING THE RELATIVE WEIGHTING OF THE DOMAINS AND CATEGORIES FOR ASSESSING TEACHER PERFORMANCE; AND AN UPDATE FROM THE INDICATORS/MEASURES TASK FORCE INCLUDING REVIEW OF INDICATORS/MEASURES TASK FORCE’S RECOMMENDATIONS RELATIVE TO THE NV TLC TEACHERS EVALUATION FRAMEWORK/MODEL, INCLUDING POSSIBLE CATEGORIES, STANDARDS, INDICATORS, AND MEASURES TO INCLUDE IN EVALUATING TEACHERS, AS WELL AS STRUCTURES FOR ASSESSING TEACHERS WITHIN THAT FRAMEWORK/MODEL

Ms. Shin presented the work of the Models Task Force in seven motions, and the supporting rational, to the TLC.

- Motion 1: Rename the “Teacher Evaluation Model” to the “Teacher Evaluation Framework.”*
Rationale: The Models Task Force believes the name “Model” could imply a single tool or set of metrics to be disseminated to all LEAs and feels “Framework” more accurately represents the current status of the Framework, as well as the intended objectives of the TLC.
- Motion 2: Rename the “Student Achievement/Engagement” sphere to “Student Performance.”*
Rationale: The Models Task Force believes the name “Student Performance” more accurately reflects the data to be collected under this sphere and allows for flexibility in adding additional domains, categories, and measures as may be needed in the future.
- Motion 3: Weight the Student Performance domain at 50% of the overall score.*
Rationale: In the absence of any research, internal or external, regarding the benefits of weighting student performance data more than 50% of the overall model; the Models Task Force recommends holding it at the legislated weighting until further informed decisions can be made.
- Motion 4: Rename the “Student Achievement” domain to “Student Outcomes.”*
Rationale: The Models Task Force believes the name “Student Outcomes” more accurately reflects the data to be collected under this domain, and additionally does not conflate it with “achievement” as outlined in AB222.
- Motion 5: Remove “Student Engagement” from the domain level and instead include it as a category under the Student Outcomes domain.*

Rationale: In comparing the level of granularity measured by the Student Engagement domain, it appears to be more in line with a single category within the domain of Student Outcomes, with the categories as currently listed components of a single survey (e.g.: the Tripod survey).
- Motion 6: Weight the Instructional Practice domain more heavily than the Professional Responsibilities domain, within the remaining 50%.*
Rationale: The Model Task Force believes that the research they are most compelled by (Danielson, Heritage, etc.) points to the teachers’ actions and practices in the classroom as being the most measureable and having the greatest impact on student outcomes. Therefore, the Model Task Force would like to ensure that there is a greater weight on these components.
- Motion 7: Request the Indicators/Measures Task Force to specifically outline and differentiate the components of the Professional Responsibilities domain.*
Rationale: The Models Task Force believes the way the model current stands; the Professional Responsibilities domain remains vague and runs the risk of being subsumed under the categories of the Instructional Practice domain.

Council members had a robust discussion on the seven changes recommended by the task force, with particular emphasis on the 50% student outcomes piece. Pepper Sturm, Legislative Counsel Bureau, clarified for the TLC that per AB222 the 50% must come from data in the longitudinal data system. Concern was also expressed around how all teachers could be measured with the data currently contained in the longitudinal data system. Members discussed the possibility of making legislative changes to AB222 to incorporate more data into the longitudinal system, which would provide for multiple measures for tested and non-tested subjects and grades.

Members discussed the need to place emphasis on instructional practice in the classroom, and as such, the need to weigh Instructional Practice higher than Professional Responsibility in the teacher evaluation framework. Members also considered whether instructional practice could be weighted higher, given that professional responsibility improves instructional practice.

Member Cheney motioned to adopt the revised teacher evaluation framework, including all of the language in the 7 motions, providing it would remain a dynamic framework. Member Morrison seconded. Member Barker expressed concerns over motion 6 relative to weighting and suggested adoption of the revised framework relative to 1-5 and 7; leaving motion 6 for future discussion. **Members Cheney and Morrison accepted the friendly amendment. The motion to adopt recommended changes 1-5 and 7 carried without objection.**

DISCUSSION AND POSSIBLE ACTION REGARDING TEACHER AND ADMINISTRATOR STANDARDS

Lynn Holdheide, Consultant from the National Teacher Quality Comprehensive Center, facilitated a discussion regarding the items to be considered non-negotiable by the State, the current work of the districts, and the possible development of rubrics at the State level. This was done with the understanding the TLC was making recommendations to the State Board for their approval. Members discussed the need to remain focused on improving student learning. As such, the discussion centered on Margaret Heritage’s six high-leverage principles:

- 1. *New learning is connected to something already learned;***
- 2. *Students are clear on intended learning and performance criteria;***
- 3. *Learning tasks have high cognitive demand for diverse learners;***
- 4. *Students engage in meaning-making through discourse and other strategies;***
- 5. *Students engage in metacognitive activity; and***
- 6. *Assessment is integrated into teaching and learning.***

As well as the Iowa Core’s five principles:

- 1. *Student centered classrooms;***
- 2. *Teaching for understanding;***
- 3. *Assessment for learning ;***
- 4. *Rigorous and relevant instruction; and***
- 5. *Teaching for learning differences.***

Members discussed overlap between the two sets of principles and how state control versus local flexibility might fit in. Members discussed having the Iowa Core as the overarching principles, with Margaret Heritage’s six high-leverage principles as those the districts would be held accountable for. It was determined if the TLC provides key high-leverage principles that are so important to our values to be put into place consistently across the state, then it would make sense that the TLC tell districts what these principles will look like in the classroom and at the different performance levels: highly effective, effective, minimally effective, and ineffective.

Member Tate motioned to accept the five Iowa Core principles as overarching principles supported by Margaret Heritage’s six high-leverage principles. Member Crowley seconded. To clarify, Chair Salazar stated the motion was that we capture the five Iowa Core principles and the six instructional practices as identified by Margaret Heritage as our framework for Instructional Practice. The motion carried without objection.

Ms. Holdheide facilitated a discussion on the districts’ current work with evaluations. Given the districts are currently building their budgets, a policy statement relative to the districts carrying on with their current teacher evaluation work is needed. There is some general agreement with the frameworks and the six high-leverage principles adopted; however, it is acknowledged the evaluation tools currently used by the districts may not be developed to the level of depth needed. How and where tools need to be strengthened will be easier to determine when the indicators for each of the above-stated principles are established.

Further, the Members discussed the need to adjust the rubrics as necessary; not to merely lengthen the rubrics. For example, if you have a teacher who is struggling, they will need a more in-depth evaluation than a teacher who is not. Member Peterson provided that current criticism of school curriculum is that it is a mile wide and an inch deep. To a large extent, the same can be said about teacher evaluations. What the Council is saying is these are the areas where we want to dig deeper and have a more extensive evaluation because they are our high-leverage principles. Districts can use additional evaluation criteria if they wish, but these are the areas we are honing in on.

To provide additional direction for the districts, the Members discussed position statements for inclusion in the System Guidelines *White Paper* relative to the districts continuing work on evaluations, professional development, and training.

The first position statement is:

- *Initial motion: Districts be accommodated to use current rubric as long as they are strengthened as needed to be aligned with the frameworks the TLC adopts.***
- *Rephrased motion:*** District rubrics must be rigorous and aligned to the frameworks of the TLC.

Member Cheney motioned to adopt the initial position statement indicating the districts be accommodated to use current rubric as long as they are strengthened as needed to be aligned with the frameworks the TLC adopt. Member Tate seconded. By friendly amendment the position statement was rephrased to read district rubrics must be rigorous and aligned to the frameworks of the TLC. The motion carried without objection.

The second position statement is:

- *Initial motion: The TLC adopt a standard model rubric for district opt-in.***
- *Rephrased motion:*** The TLC will develop opt-in standard model rubrics.

Member Hales motioned to adopt the initial position statement indicating the TLC adopt a standard model rubric for district opt-in. Member Crowley seconded. By friendly amendment the position statement was rephrased to read the TLC will develop opt-in standard model rubrics. The motion carried without objection.

TLC PROFESSIONAL RESPONSIBILITY PRINCIPLES

The Indicators/Measures and Models Joint Task Force will work on a review of the principles for Professional Responsibility during their May 1, 2012 meeting. The Joint Task Force will present that work to the TLC during the May 7, 2012 council meeting.

PROVIDE DIRECTIONS FOR POSSIBLE NEXT STEMPS FOR THE TASK FORCES

Chair Salazar presented next steps relative to task force work. She indicated the Indicators/Measures Task Force would be looking at professional responsibilities, the Models Task Force would be looking at relative weighting in the model, and the Communication Task Force would continue to recruit individuals to convey the message of the TLC's work. Chair Salazar requested Members review the communications calendar and consider speaking at some of the meetings.

REVIEW, RETHINK, DISCUSS, REFINE, MAKE CHANGES TO AN POSSIBLY APROVE AN APRIL 16, 2012 VERSION OF THE SYSTEM GUIDELINES WHITE PAPER

Members discussed proposed changes to the System Guidelines *White Paper*, including the two approved mission statements referenced above. Revisions will be made to the *White Paper*, creating an April 16, 2012 version.

RECAP AND DISCUSS KEY DECISIONS REACHED DURING THE COURSE OF THE MEETING AND DEVELOP FUTURE AGENDA ITEMS

The TLC approved the Communications Task Force work and approved the Instructional Principles in the Teacher Evaluation Framework. Additionally, the TLC adopted two important position statements for inclusion in the White Paper which convey important information to the districts relative to rigorous evaluation rubrics.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. Shane McLoud, Students First, provided his organization had three primary goals: elevate the teaching profession, empower parents with more choices and real information to help make those choices, and spend money wisely to keep money on instruction and in schools. A year from now Nevada will be looked at as the model for an amazing statewide teacher and administrator evaluation system. You are focused on accountability, measurement, and student growth; not just test scores. I encourage you to continue to get stakeholder input. I invite you to use us as a resource if needed.

The meeting adjourned at 3:55 p.m.

*The next meeting of the Teachers and Leaders Council is scheduled for May 7, 2012 at **Hyatt Place Las Vegas, 4520 Paradise Road, Las Vegas, NV 89169**. For your convenience, minutes and agendas are posted on the Nevada Department of Education's website, under Commissions & Councils, at <http://www.doe.nv.gov>.*

NEVADA TEACHERS AND LEADERS COUNCIL MEETING
May 7, 2012

Hyatt Place Las Vegas
4520 Paradise Road
Las Vegas, NV 89169

MINUTES OF THE REGULAR MEETING

May 7, 2012

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
Barbara Surritte-Barker, Vice Chair
Linda Archambault, Member
Christine Cheney, Member
Rorie Fitzpatrick, Member
Kathleen Galland-Collins, Member
Sharla Hales, Member
Robert McCord, Member
Theo McCormick, Member
Dale Norton, Member
Mary Peterson, Member
Theodore Small, Member

MEMBERS PRESENT BY PHONE:

Theresa Crowley, Member (joined the meeting at 1:35 p.m.)

MEMBERS EXCUSED

Heath Morrison, Member
Kimberly Tate, Member

LEGAL STAFF PRESENT:

Shane Chesney, Senior Deputy Attorney General

DEPARTMENT STAFF PRESENT:

Leslie James, Title IIA Education Programs Professional
Laurie Thake, Assistant to the Council

INVITED GUESTS PRESENT:

Dr. James W. Guthrie Superintendent of Public Instruction
Stanley Rabinowitz Director, Assessment and Standards Development Services at WestEd
Sujie Shin Senior Manager, Assessment and Standards Development at WestEd
Lynn Holdheide Consultant, Vanderbilt University

AUDIENCE IN ATTENDANCE:

Keith Walz	Elko County School District
Kristen McNeill	Washoe County School District
Karen Leggett	Clark County School District
Lisa Martin	Clark County School District
Judy Osgood	Office of the Governor
Rene Etheridge	Clark County School District
Pepper Sturm	Legislative Counsel Bureau
Craig Stevens	Nevada State Educators Association
Pat Skorkowsky	Clark County School District
Meg Nigro	Clark County School District – Human Resources
Dena Durish	Clark County School District – Human Resources
Bill Hanlon	Regional Professional Development Program
Pam Hicks	Clark County Association of School Administrators
Adam Berger	CCSR

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:35 a.m., with attendance as reflected above.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. There was no public comment.

APPROVAL OF FLEXIBLE AGENDA

Member McCord motioned for a flexible agenda. Member Galland-Collins seconded. The motion carried without objection.

DELIVERY OF STATE SUPERINTENDENT’S VISION FOR EDUCATOR EFFECTIVENESS

Dr. James W. Guthrie, Nevada Superintendent of Public Instruction, introduced himself to the Council and discussed his vision for education in Nevada. Dr. Guthrie spoke on those aspects which make a person a professional and conveyed his desire to create an environment where teachers are viewed and engaged as professionals and deserving of high regard from the community.

Dr. Guthrie spoke on the necessity of keeping teachers involved and engaged in the process of change. We want to make the whole profession better respected and more effective. There needs to be an incentive system in America’s public schools and in Nevada which keeps the best and brightest teachers in the classroom teaching kids.

In that regard, Dr. Guthrie discussed programs such as the Teacher Advanced Program (TAP), which is facilitated by the Milken Family Foundation. The TAP has a built in career ladder and a known progression of teacher professional responsibility. The Milken Foundation is very interested in Nevada and would like to work with the state to build participation levels overtime to 10% of Nevada schools. Dr. Guthrie also discussed experimenting with a Nevada Teacher Core to recruit individuals with exceptional abilities into the teaching profession.

Dr. Guthrie and council members discussed the issue of teacher credentialing and licensure, and the need to revise those areas to more effectively recruit teachers in Nevada. They also discussed the desire to keep reform measures focused on improving education for Nevada students. Additionally, they discussed Nevada’s education rankings, as well as current economic hardship experienced by counties across the state.

In closing, Dr. Guthrie discussed the education goals he would be presenting to Governor Sandoval. Those goals are:

1. Elevate achievement;
2. Close the achievement gap;
3. Professionalize teachers;
4. Start substituting performance for time as a metric of success;
5. Ensure every dollar we have is wisely spent; and
6. Have a state education department which is the envy of all states.

Chair Salazar opened the floor for public questions or comments. There were no questions or comments from the public.

APPROVAL OF MARCH 5, 2012 MINUTES

The Council reviewed the March 5, 2012 minutes. ***Member Peterson motioned to accept the March 5, 2012 minutes as presented. Member Cheney seconded. The motion carried without objection.***

PRESENTATION AND DISCUSSION OF BENEFITS AND CHALLENGES FOR INCLUDING GROWTH IN STUDENT ACHIEVEMENT AS A MEASURE OF STUDENT OUTCOMES

Sugie Shin, Senior Manager, Assessment and Standards Development at WestEd, facilitated a discussion around student growth and the various ways in which growth could be measured and evaluated. The issue of non-tested grades and subjects was also debated. Members discussed some of the logistical and political aspects of growth model information, as well as the technical rigor required for transparency.

Members discussed having districts pilot the different models for growth in the next school year. Districts would then be able to observe and evaluate any unintended consequences of the different models, evaluate how different weighting percentages affect the models, evaluate the impacts on non-tested grades and subjects, and the impacts on special education.

Member Peterson motioned to allow and encourage districts to pilot various growth models and weights in the educator effectiveness evaluation to inform the work of the TLC. Districts are to pilot different models and weights in the 2012-13 school year. Member McCormick seconded. The motion carried without objection.

REVIEW AND DISCUSS THE RECOMMENDATIONS OF THE INDICATORS/MEASURES AND MODELS JOINT TASK FORCE REGARDING THE STANDARDS THE RECOMMENDED BE INCORPORATED INTO THE *NEVADA TEACHER EVALUATION FRAMEWORK* IN ORDER TO EVALUATE THE PERFORMANCE OF NEVADA TEACHERS. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE STANDARDS AND THEN TAKE ACTION BASED UPON THOSE NEXT STEPS AS IDENTIFIED DURING THE MEETING. REVIEW THE RECOMMENDATIONS OF THE JOINT TASK FORCE RELATIVE TO THE SELECTION OF MEASURES FOR ASSESSING TEACHER PERFORMANCE WITHIN THE *NEVADA TEACHER EVALUATION FRAMEWORK*; DISCUSS THOSE MEASURES AND THE RATIONALE AND CONSEQUENCES OF THE MEASURES; AND ADOPT MEASURES TO BE USED TO ASSESS TEACHERS WITHIN THE *NEVADA TEACHER EVALUATION FRAMEWORK*

Lynn Holdheide, Consultant from Vanderbilt University, presented the May 1, 2012 work of the Indicators/Measures and Models Joint Task Force to the Council for review in a series of 5 motions:

1. Accept the following categories under the Instructional Practice domain for teachers: 1) Student- centered classroom; 2) Teaching for understanding; 3) Assessment for learning; 4) Rigorous and relevant curriculum; and 5) Teaching for learner differences.
2. Accept the following standards under the Instructional Practice domain so that all teachers can implement these high leverage instructional strategies with fidelity: 1) New learning is connected to something already learned; 2) Students are clear about intended learning and performance criteria; 3) Learning tasks have high cognitive demand for diverse learners; 4) Students engage in meaning-making through discourse and other strategies; 5) Students engage in metacognitive activity; and 6) Assessment is integrated into teaching and learning.
3. Accept the following categories under the Professional Responsibilities domain: 1) Family Engagement; 2) Commitment to the School Community; 3) Reflection of Professional Growth and Practice, and 4) Professional Obligations
4. Include the following potential measures for use in determining teacher the Educational Practice Domain: 1) observation rubrics; 2) Artifact Review; 3) Student Survey; and 4) Parent Survey

5. With direction and guidance from the TLC, outside experts, such as Margaret Heritage, will work to establish performance criteria within the four performance levels.

The Joint Task Force also included a restatement of the position statements discussed and approved by the Council during the April 16, 2012 meeting as their 6th and 7th motion:

6. Require that district rubrics be rigorous and aligned to the framework of the TLC.
7. The TLC will develop opt-in standard model rubrics.

The first motion considered was on Joint Task Force recommendation three, Professional Responsibilities, as delineated below:

- 1) Family Engagement;
- 2) Commitment to School community;
- 3) Reflection on Professional Growth and Practice; and
- 4) Professional Obligations.

Member Cheney motioned to adopt the four Professional Responsibilities as recommended by the Joint Task Force; acknowledging they may be changed and modified in the future. Member Hales seconded. The motion carried without objection.

The members discussed Joint Task Force recommendation four, potential measures for the Educational Practice domain. Those measures are:

- 1) Observation rubrics;
- 2) Artifact review;
- 3) Student survey; and
- 4) Parent survey.

Member Cheney then motioned to adopt the recommended work of the Joint Task Force relative to the potential measures for the Educational Practice domain. The potential measures are: observation rubrics, artifact review, and student and parent surveys. Vice Chair Barker seconded. The motion carried without objection.

REVIEW THE COMMUNICATIONS TASK FORCE’S RECOMMENDATIONS FOR SHARING INFORMATION WITH INTERESTED STAKEHOLDERS REGARDING THE WORK OF THE TEACHERS AND LEADERS COUNCIL (TLC) AND THE COUNCIL’S EFFORTS TO DEVELOP A STATEWIDE UNIFORM PERFORMANCE EVALUATION SYSTEM FOR TEACHERS AND SCHOOL ADMINISTRATORS, INCLUDING THOSE CONSIDERATIONS DISCUSSED BY THE COUNCIL DURING THEIR APRIL 16, 2012 MEETING

Communications Task Force Chair Barker apprised the TLC of their current work. The task force was still in the process of modifying the power points for different length presentations. They also discussed the possibility of town hall meetings as regional engagement opportunities. The Council thanked Task Force Chair Barker for her presentation. ***No action was taken.***

DISCUSSION AND POSSIBLE ADOPTION OF RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION REGARDING A PLAN, INCLUDING RESPONSIBILITIES AND ASSOCIATED COSTS, FOR THE DEVELOPMENT AND IMPLEMENTATION OF A UNIFORM PERFORMANCE SYSTEM INCLUDING THE *TEACHER AND ADMINISTRATOR EVALUATION FRAMEWORKS*

Members discussed the areas of associated costs for the evaluation frameworks as required by AB 222. Costs were discussed in the areas of:

Project management; Professional development; Data collection; System evaluation; Technical validation; Development of instruments/tools; Off-the-shelf products; Communications; and Pilot implementation.

Members provided direction to the Chair to re-tool the list and bring back to TLC in a draft version for the May 21, 2012 meeting. This item will be discussed as an action item on the next agenda.

REVIEW, DISCUSS, REFINE, MAKE CHANGES TO AND POSSIBLY APPROVE A MAY 7, 2012 VERSION OF THE SYSTEM GUIDELINES *WHITE PAPER*

Members discussed revisions to the *White Paper* as follows:

- Vocabulary:
 - Framework needs to be defined in the *White Paper*;
 - Spheres are now Domains;
 - Domains are now:
 - High Leverage Principles: Instructional Practice/Professional Responsibilities; with the next level as Performance Indicators.
- Updates to the framework:
 - Student Outcomes
 - Standards and Practices on both sides of the teacher evaluation framework.
- Addition of the two position statements adopted during the April 16, 2012 meeting and restated above as motion 6 & 7.
- Update Communications Task Force summary of work and stakeholder information.

Member Cheney motioned to accept updates to White Paper as listed. Member Norton seconded. The motion carried without objection.

PROVIDE DIRECTIONS FOR POSSIBLE NEXT STEPS FOR THE TASK

Next Joint Task Force meeting: May 21, 2012 prior to the regular TLC meeting. The Communications Task Force will also have a separate meeting at this time as well.

TLC will finalize the remaining large pieces of the framework with recommendations from Joint Task Force. They will also review budgetary responsibility and adopt a set of recommendations for the State Board of Education.

PUBLIC COMMENT

Chair Salazar opened the floor for public comment. There was no public comment.

The meeting adjourned at 4:00 p.m.

*The next meeting of the Teachers and Leaders Council is scheduled for May 21, 2012 at **Hyatt Place Reno, 1790 East Plumb Lane, Reno, NV 89502**. For your convenience, minutes and agendas are posted on the Nevada Department of Education's website, under Commissions & Councils, at <http://www.doe.nv.gov>.*

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

MEETING MINUTES

May 21, 2012

Hyatt Place

Meeting Place 1 & 2

1790 East Plumb Lane

Reno, Nevada

COUNCIL MEMBERS PRESENT:

- Pamela Salazar, Chair
- Barbara Surritte-Barker, Vice Chair
- Linda Archambault, Member
- Christine Cheney, Member
- Kathleen Galland-Collins, Member
- Theresa Crowley, Member
- Rorie Fitzpatrick, Member
- Sharla Hales, Member
- Robert McCord, Member
- Theo McCormick, Member
- Dale Norton, Member
- Mary Peterson, Member
- Theodore Small, Member
- Kimberly Tate, Member

COUNCIL MEMBER ABSENT:

- Heath Morrison, Member

DEPARTMENT STAFF PRESENT:

- Laurie Thake, Administrative Assistant
- Leslie James, Title IIA Education Programs Professional

INVITED GUESTS:

- Sujie Shin Senior Manager, Assessment and Standards Development at WestEd
- Lynn Holdheide Consultant, Vanderbilt University
- Judy Osgood Nevada Governor’s Office

AUDIENCE IN ATTENDANCE:

- Tami Berg Nevada PTA
- Pepper Sturm Legislative Counsel Bureau

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 2:25 P.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

There was no public comment.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member McCord moved for a flexible agenda. Member Norton seconded. The motion passed unanimously.

APPROVAL OF APRIL 16, 2012 AND MAY 7, 2012 MINUTES

This item was tabled until the next meeting. Chair Salazar stated that an Action Report and any amendments made to the *White Paper* or the Framework be outlined so that TLC Members can see what has changed.

REVIEW OF PROPOSED TIMELINE FOR 2012 TEACHERS AND LEADERS COUNCIL DELIVERABLES INCLUDING ANTICIPATED PRESENTATION OF RECOMMENDATION TO THE STATE BOARD OF EDUCATION ON JUNE 1, 2012 AND DECEMBER 6-7, 2012

Chair Salazar and Member Fitzpatrick made a presentation to the Legislative Committee on Education (LCE) on May 9, 2012 and will be presenting to the Nevada State Board of Education on June 1, 2012. Member Fitzpatrick reviewed the information presented during the LCE meeting. It was reiterated the TLC was charged, by the Nevada Legislature, to develop an aligned system which includes various measures and practices, as well as strategies for family engagement.

They discussed the current timelines and the possible need to amend the timelines to allow for piloting the evaluation system and a phased-in implementation. The guiding beliefs and four goals of the TLC were shared. They stated the need to develop a system which encourages good teachers to remain in the classroom and teach. There was also a discussion related to student achievement data and the areas of non-tested grades and subjects.

Concerns related to the data collection system were discussed. The System of Accountability Information for Nevada (SAIN) system might be too narrow to achieve the goals outlined. Concerns were also expressed regarding the legal defensibility and ethical obligations. The goal is to build a robust system which is defensible over time and is the best use of the available resources. Members discussed current district capabilities to expand the data collection system and how that data could shape teacher effectiveness and performance. The new system will have a phased-in implementation.

Member Fitzpatrick reported the LCE was appreciative of the work the TLC was doing and noted how hard the work was. The LCE was respectful of the implementation timeline and the issues with non-tested grades and subjects. There was discussion of possible enhancements to the SAIN system, or to possibly broaden the statute to include the use of student achievement data not currently contained in SAIN.

Ms. Osgood stated she and Tabitha Grossman provided a broad overview of the National Governor’s Association Grant, which would be used to assist with the work on the statewide evaluation system. They discussed where Nevada stands in relation to other states in this process, and it was noted no state had developed the perfect system yet. It was emphasized this process will take time to get right. The presentation was well received by the LCE and they were appreciative of the work completed to date.

ACTION: The TLC Members requested a copy of the power point presented to the LCE.

REVIEW UPDATED NEVADA TLC TEACHER EVALUATION FRAMEWORK AND TERMINOLOGY

Chair Salazar stated the Joint Task Force recommended amending the term “growth” in the Teacher Evaluation Framework to “student growth” as a means of differentiating from other types of growth measures since achievement can be measured in a lot of ways.

MOTION: Member Crowley moved to approve the amended Teacher Evaluation Framework term “growth” to “student growth”. Member Small seconded. Member Peterson stated for the record, “We need to be really adamant that there should be research on how valid and reliable these growth measures are because we know there is a question about validity and reliability at the school level. There is bound to be more questions at the teacher level.” Member Peterson stated she conducted a study to calculate growth scores at the school level to determine the reliability and validity of those scores from one year to the next. As you would expect, the reliability and validity goes up significantly if you average three to four years of data. The hope is the message to the LCE was that it is important to measure growth over time to increase reliability and validity.

Chair Salazar called for a vote on the motion. The motion passed.

UPDATE FROM THE MODELS AND INDICATORS/MEASURES JOINT TASK FORCES: PROPOSE, REVIEW, AND DISCUSS THE OVERALL STRUCTURE OF THE NEVADA TEACHER AND ADMINISTRATOR EVALUATION FRAMEWORKS, INCLUDING THE RELATIVE WEIGHTING OF THE DOMAINS AND CATEGORIES FOR ASSESSING TEACHER AND ADMINISTRATOR PERFORMANCE AS WELL AS THE IMPLICATIONS FOR FUTURE DEVELOPMENT CONSIDERATIONS

Chair Salazar reviewed the proposed overall Administrator Evaluation Framework. Members discussed the type of leadership needed to improve schools and student learning. Chair Salazar stated the guiding principle: Principals need to enable teachers to enable students to learn.

The Indicators/Measures and Models Joint Task Force recommended approval of the following Administrator Evaluation Framework:

- Two domains within the Administrator Evaluation Framework:
 - 1) Educational Practice
 - 2) School Performance

- Two categories of High Leverage Principles under the Educational Practice domain:
 - 1) Instructional Leadership
 - 2) School Leadership
- High Leverage Principles under the Instructional Leadership domain:
 - 1) Leadership for Results;
 - 2) Vision/Culture/Clear & High Expectations;
 - 3) Leading the Instructional Framework that aligns curriculum, instruction and assessment;
 - 4) Build Teacher Capacity and Effectiveness (professional development that is differentiated and sustained); and
 - 5) Collaboration/Collective Inquiry.
- High Leverage Principles under School Leadership domain:
 - 1) Family Engagement;
 - 2) Community Advocacy;
 - 3) Strategic Management;
 - 4) Reflection of professional growth and practice;
 - 5) Professional Obligations (legal responsibilities; ethical practice, district/state/federal requirements and other position-tied responsibilities); and
 - 6) School Climate.
- One category under the School Performance domain:
 - School Outcomes
- Under School Outcomes:
 - 1) Grade-level or subject-based benchmarks/thresholds;
 - 2) Reducing gap;
 - 3) Proficiency;
 - 4) Aggregated student growth;
 - 5) Stakeholder engagement; and
 - 6) State group growth model check.

The TLC reviewed the proposal from the Joint Task Force and held discussion. The following question was discussed: What is important to measure for principals?

Chair Salazar stated this was the starting point and the Task Force will be defining and building performance indicators for the five principles. It was briefly discussed to possibly provide each district with a tool to train administrators.

Ms. Shin described the differences between aggregated student growth and what we are capturing in the evaluation of principals, and what we are trying to capture with the Nevada School Growth Model. The Nevada School Growth Model is based on the teacher evaluation model at the school level. It was stated the avenue by which to measure student growth has yet to be decided. As we move forward with the teacher and administrator frameworks, we want to ensure there is consistency between the school growth model and the student growth model that is selected for teachers; to institute a type of check and balance. Chair Salazar stated this process would be clarified when the model/matrix is developed.

It was discussed to begin communicating and discussing the evaluation framework with administrators at upcoming administrator conferences.

MOTION: Following discussion, Member Cheney moved to approve the draft Administrator Evaluation Framework as proposed from the Joint Task Force. Member Galland-Collins seconded. The motion passed.

REVIEW, RETHINK, DISCUSS, REFINE, MAKE CHANGES TO AND POSSIBLY APPROVE A MAY 21, 2012 VERSION OF THE *SYSTEM GUIDELINES WHITE PAPER*

Ms. Shin reviewed the last version of the *White Paper* with the recently amendments of May 7, 2012. Members discussed and proposed the following amendments to the *White Paper*:

- Remove the term “interim” from Member Fitzpatrick’s title;
- Update the Teacher Evaluation Framework as discussed;
- Update the Administrator Evaluation Framework as discussed;
- Amend to “purposefully phased-in implementation”; to be agenized and discussed as a separate item to define the phase-in process;
- Update the TLC glossary; and
- Include anticipated costs with their associated categories.

It was discussed to update the communications piece of the *White Paper* relative to state vs. local control. The *White Paper* should be ready after the amendments are approved and updates completed and could be e-mailed out by later today.

Members discussed “purposely phased-in implementation” as it was noted we are already losing teachers in the core subject areas. The phased-in implementation will make it clear to core subject area teachers will be first to be evaluated. Members discussed these were high stakes decision which needs to be delayed until there is an equitable measure for all teachers.

ACTION: Define the phased-in implementation process to include specifics as a separate agenda item. It was discussed there is no level of specificity as to the cost of the phase-in process at this time.

MOTION: Member Tate moved to approve the following amendments to the *White Paper*:

- Remove the term “interim” from Member Fitzpatrick’s title;
- Update the Teacher Evaluation Framework as discussed;
- Update the Administrator Evaluation Framework as discussed;
- Amend to “purposefully phased-in implementation”; to be agenized and discussed as a separate item to define the phase-in process;
- Update the TLC glossary; and
- Include anticipated costs with their associated categories.

Member Cheney seconded. The motion passed.

Chair Salazar granted a 10 minute break.

UPDATE FROM COMMUNICATIONS TASK FORCE ON THE DEVELOPMENT OF THE STAKEHOLDER INVOLVEMENT AND COMMUNICATION PLAN AND OUTREACH APPROACH TO ENGAGE MEMBERS OF THE PUBLIC AND CONSIDERATION AND POSSIBLE ADOPTION OF A PLAN AND APPROACH

The Communications Task Force shared the new five minute video. Vice Chair Barker requested approval of the video, and for the Communications Task Force to continue their current communication and outreach plan with further direction from the Council. Members discussed the summer outreach planned, which included approximately 1,000 parents. Feedback forms have been received and the data collected. The website is up and operative. The Task Force is developing a brochure for distribution.

Vice Chair Barker stated approximately 150-200 feedback forms had been received and reviewed. The Task Force will be contacting a select group of individuals for their permission to include their feedback/quote and picture on the website. The National Governor's Association (NGA) has provided the administrative support to analyze and summarize the statements. The results will be shared with the Council when completed. Members discussed teacher have concerns relative to their name being associated with comments provided on the feedback form. Vice Chair Barker responded the feedback forms are only for information and will not use a teacher's name if they have asked to not include their comments and/or name.

Members discussed the development of a short bibliography of the most important citations and research used in the development of the framework to be included on the new website.

MOTION: Member Cheney moved to approve and include the video in the current communication plan. Member McCormick seconded. The motion passed.

DISCUSS KEY DECISIONS REACHED DURING THE COURSE OF THE MEETING AND POSSIBLY ADOPT THOSE FOR POSTING TO THE TLC WEBSITE TO KEEP STAKEHOLDERS INFORMED OF THE PROGRESS OF THE COUNCIL

Chair Salazar stated that the following items were approved by the TLC today:

- Adopted amendments to the teacher evaluation;
- Adopted the administrator framework;
- Updated the *White Paper*;
- Reviewed the video and approved for the video to be uploaded to the website; and
- The new TLC website.

FUTURE AGENDA ITEMS

The TLC reviewed the draft of the meeting schedule and confirmed the July meeting dates; the November 12, 2012 meeting date was amended to November 14, 2012.

Chair Salazar requested that TLC Members notify staff if they had any items to be discussed at a meeting or if they are unable to attend a meeting.

ACTION: The TLC meeting schedule will be posted on the TLC link on the Nevada Department of Education's website.

MEETING SUMMARY AND INFORMATIONAL ITEMS AND COMMENTS FROM TASK FORCE MEMBERS

Member Tate suggested the Department of Education consider recommending to the Governor's Office that all TLC members be considered for reappointment for a second term on the Teachers and Leaders Council.

PUBLIC COMMENTS

There were no public comments.

MEETING ADJOURNMENT

Chair Salazar adjourned the meeting at 5:35 P.M.

*The next meeting of the Teachers and Leaders Council is scheduled for July 11, 2012 at **Best Western Airport Plaza, 1981 Terminal Way, Reno, NV**. For your convenience, minutes and agendas are posted on the Nevada Department of Education's website, under Commissions & Councils, at <http://www.doe.nv.gov>.*

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

MEETING MINUTES

July 11, 2012

Best Western Airport Plaza

1981 Terminal Way, Aztec Meeting Room

Reno, Nevada

COUNCIL MEMBERS PRESENT:

- Pamela Salazar, Chair
- Barbara Surritte-Barker, Vice Chair
- Linda Archambault, Member
- Christine Cheney, Member (arrived 9:05am)
- Theresa Crowley, Member
- Kathleen Galland-Collins, Member
- Rorie Fitzpatrick, Member
- Sharla Hales, Member
- Robert McCord, Member
- Theo McCormick, Member
- Mary Peterson, Member
- Theodore Small, Member
- Kimberly Tate, Member

COUNCIL MEMBERS EXCUSED:

- Dale Norton, Member

LEGAL STAFF PRESENT:

- Shane Chesney Senior Deputy Attorney General

DEPARTMENT STAFF PRESENT:

- Karen Johansen Administrative Assistant

INVITED GUESTS PRESENT:

- Lynn Holdheide Consultant, Vanderbilt University
- Sujie Shin Senior Manager, Assessment and Standards Development at WestEd

AUDIENCE IN ATTENDANCE:

- Pam Hicks Clark County Association of School Administrators
- Pat Skorkowsky Clark County School District
- Paul LaMarca Washoe County School District
- Judy Osgood Office of the Governor
- Craig Stevens Nevada State Educators Association
- Jose Delfin Carson City School District
- Natha Anderson Nevada State Educators Association/ Washoe Education Assoc.
- Dana Galvin Nevada State Educators Association/ Washoe Education Assoc.

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:53 A.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

There was no public comment.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member McCord moved for a flexible agenda, seconded by Member Peterson. The motion passed unanimously.

UPDATES AND RECOMMENDATIONS REGARDING THE EDUCATIONAL PRACTICE DOMAIN AS A RESULT OF THE MODELS AND INDICATORS/MEASURES JOINT TASK FORCE MEETINGS WHICH TOOK PLACE ON JUNE 25-26 AND JULY 9-10, 2012

Review, discussion and possible adoption of the standards against which the Task Forces believe teachers should be assessed with the *Nevada Teacher Evaluation Framework*; discuss implication for the TLC's adoption of any such recommendations; consider and possibly adopt recommendations regarding Instructional Practice standards

The Council reviewed the motions made by the Joint Task Force on July 9-10, 2012. Sujie Shin and Lynn Holdheide facilitated the review.

Task Force Motion 1 – Include rational and research base for whatever principles we develop, so our constituents and stakeholders are aware of the research behind our high level principles and include with the *White Paper* and other communications. The rationale: Nevada is taking a very specific approach to narrow the scope of the observation to the 5 High Leverage Instructional Practices. The TLC is in agreement it will be necessary to have solid research and information backing to provide support their decision. Margaret Heritage and her team have agreed to prepare this literature.

MOTION: Member Small moved to approve and include rationale as well as research base for whatever principles are developed, so our constituents and stakeholders are aware of the research behind our High Level Principles. This information will also be included in the *White Paper* and other communications. Vice Chair Barker seconded. The motion passed unanimously.

Task Force Motion 2 – Modify the original six (6) Instructional Principles to five (5) Principles: 1) New learning is connected to prior learning and experience;

2) Learning tasks have high cognitive demand for all students including diverse learners;

3) Students engage in meaning-making through discourse and other strategies;

4) Students engage in metacognitive activity and

5) Assessment is integrated into instruction.

The rationale: *Students are clear about intended learning and performance criteria* was removed as a stand-alone principle and imbedded using metacognitive in principle 4 and infused in principle 3 & 5 as an indicator.

MOTION: Member Crowley moved to modify the original six Instructional Principles to five:

1) New learning is connected to prior learning and experience; 2) Learning tasks have high cognitive demand for all students, including diverse learners; 3) Students engage in meaning-making through discourse and other strategies; 4) Students engage in metacognitive activity; and 5) Assessment is integrated into instruction. Member Hales seconded. The motion passed unanimously.

Task Force Motion 3 – Define teacher evaluation as a year-long process with multiple components.

The rationale: The Task Force discussed current statute and the requirements for “evaluations”. There is an apparent need to define evaluation as broader than just an observation.

Members discussed the yearly evaluation cycle, the process of evaluation, and the possibility it may not be required yearly for highly effective teachers.

MOTION: Member Archambault moved to define teacher evaluation as a year-long process with multiple components. Member Small seconded. The motion passed unanimously.

Task Force Motion 4 – Observations need to be conducted for a minimum of 20 minutes.

The rationale: The research is beginning to emerge which indicates observations in 18-minute lengths provide as much information as longer observations.

Ms. Holdheide stated the intent was not to limit observations. Members discussed whether observations were assumed to be part of the evaluations, even if not mentioned specifically. They discussed being more explicit with the term “observations” in the motion. Member Peterson suggested the language, “each classroom (as defined by statute) observation” as one component of the teacher evaluation, needs to be conducted for a minimum of 20 minutes.

Council member discussed the opportunity for local flexibility and it was noted upcoming Motion 15 discussed the flexibility and expectations of the process, as well as language implications and possible impact. Member Fitzpatrick stated the job of the TLC is to develop recommendations and build the framework; not to fine tune legal language. The Council will continue to discuss the legal ramifications and then the Department of Education will draft the regulatory framework.

MOTION: Member Cheney moved for the approval that each classroom (as defined by statute) observation, as one component of the teacher evaluation, needs to be conducted for a minimum of 20 minutes. Member McCormick seconded. The motion passed unanimously.

Task Force Motion 5 – The required minimum number of classroom observations would be differentiated according to teacher experience and performance as described below:

- 3 for probationary;
- 3 for ineffective;
- 3 for minimally effective;
- 2 for effective; and
- 1 for highly effective.

The rationale: The Task Force wanted to differentiate the process and evaluation according to teacher ability; therefore allowing more resources to be spent on teachers who need the most support.

Ms. Holdheide discussed the number of required observations and how to best capitalize on resources available. Member Fitzpatrick stated that this aligns to the accountability system in the waiver application and focuses resources where they are most needed. It was noted that highly effective teachers are usually driven by their own growth and development.

Member Tate stated that when a highly effective teacher takes on peer coaching, it adds more to their plate and it punishes them as you take them out of the classroom and give them more responsibility. Chair Salazar reiterated that this motion only describes the number of evaluations per teacher.

MOTION: Member McCord moved the required minimum number of classroom observations would be differentiated according to teacher experience and performance as described below:

- 3 for probationary;
- 3 for ineffective;
- 3 for minimally effective;
- 2 for effective; and
- 1 for highly effective.

Member Tate seconded the motion. The motion passed unanimously.

Task Force Motion 6 – Suggested timeline of observations.

The rational: This timeline provides some level of guidance but does not restrict flexibility in the observation process. The TLC considered year round schools in this schedule.

	3x a year (Probationary, ME, IE)	2x a year (Standard, Effective)	1x a year (Highly Effective)
Pre-Evaluation Conference (Teacher Self-Assessment and identified area(s) of instructional focus)		Prior to the first observation	Prior to the first observation and recommended within 10 weeks of the start of instruction
1 st observation	Within first 8 weeks of instruction	Within first 10 weeks of instruction	Within first 24 weeks of instruction
2 nd observation	No sooner than 2 weeks from previous observation; no later than 16 weeks of instruction	No sooner than 2 weeks from previous observation; no later than 24 weeks of instruction	
3 rd observation	No sooner than 2 weeks from previous observation, within 24 weeks of instruction		

Ms. Holdheide stated that the idea is to provide guidelines around required dates. It was discussed that this really distinguished observation from evaluation. It was discussed that this timeline needs to be approved in order to build the template.

MOTION: Member Small moved to approve the above referenced timeline. Member Collins seconded. The motion passed unanimously.

Task Force Motion 7 – The annual teacher evaluation cycle begins with a teacher self-assessment against the five high level instructional principles and a pre-evaluation conference between the teacher and administrator which includes identification of an instructional focus.

The rationale: Allow flexibility in the process of the self-assessment, capitalize on practices and structures within districts, and requires focus on the five high level instructional principles to strategically align professional development.

Members discussed process built self reflection into the evaluation system and addresses the five principles with no recommendation of a specific assessment process. The purpose was to provide the actual process, not provide specifics, to ensure focus on the five principles.

MOTION: Member Hales moved the annual teacher evaluation cycle begin with a teacher self-assessment, which includes but need not be limited to, a self-assessment based on the five high level instructional principles and a pre-evaluation conference between the teacher and supervising administrator which includes identification of an instructional focus. Member Cheney seconded. The motion passed unanimously.

Task Force Motion 8 – Evaluators can include administrators and other identified personnel. Training for evaluators is required. An administrator must conduct:

- At least 2 of the 3 observations for an ineffective/minimally effective teacher;
- 1 of the 2 evaluations for an effective teacher; and
- If only one observation per year is required, then at least one observation must be conducted by an administrator every other evaluation.

The rationale: The Task Force felt strongly that evaluators should be trained. In addition, if personnel decisions are going to be made using evaluation results, then administrator should conduct the majority of the evaluations.

MOTION: Member Cheney moved that observations can be conducted by administrators and other identified personnel. Training for observers is required. The supervising administrator must conduct:

- At least 2 of the 3 observations for an ineffective/minimally effective/probationary teacher ;
- 1 of the 2 observations for an effective teacher; and
- 1 observation for a highly effective teacher.

Member Tate seconded. The motion passed unanimously.

Task Force Motion 9 – An announced observation will consist of a pre-action review with the evaluator and the teacher, an observation based upon the high leverage instructional principles, and end with a post-action review. The pre and post action review will include a list of standardized questions and potential artifacts/evidence review, as requested by the evaluator.

The rationale: The Task Force believes establishing a pre and post action review within the observation process will improve the quality of the observation and its results, as well as emphasize teacher self-reflection.

There was discussion with regards to setting up the observations with a pre-observation review; then a post action review. It was discussed to hone in on the pre and post reviews to differentiate.

MOTION: Vice Chair Barker moved an announced observation will consist of a pre-observation review with the evaluator and the teacher, an observation based upon the high leverage instructional principles, and a post-observation review. The pre and post observation reviews will include a list of standardized questions and a potential artifacts/evidence review, as requested by the observer. Member Crowley seconded. The motion passed unanimously.

Task Force Motion 10 – A post evaluation conference, to review teacher performance across all components of the Teacher Evaluation Framework, must occur prior to the end of the current instructional year.

The rational: The Task Force recommends this year-end review to provide administrators and evaluators an opportunity to review the Teacher Evaluation Framework results prior to the end of the instructional year.

Members discussed the data will follow the teacher from school to school and there was a discussion of an exemption clause. There was concern expressed regarding a life changing event during the school year for a teacher, and it was discussed the system protects the teacher with multiple years of data and observations will be used three times a year, built up data, and scores will follow the teacher within Nevada.

MOTION: Member Tate moved for a Post-Evaluation Conference, to review teacher performance across all components of the Teacher Evaluation Framework, must occur prior to the end of the current instructional year. Member Archambault seconded. The motion passed unanimously.

Task Force Motion 11 – The State will develop and provide a State observation rubric to assess teacher performance on the High-Leverage Instructional Principles identified by the Teacher Evaluation Framework. Districts must either implement the State rubric or submit applications for approval of local flexibility by submitting the rubric they propose to use, as well as evidence that the selected rubric will validly and reliably measure teacher performance against the five high leverage principles.

The rationale: The Task Force recognized the need to allow for local flexibility, but wanted to ensure some level of assurance that the 5 high leverage instructional principles would be measured.

MOTION: Vice Chair Barker moved the Nevada Department of Education develop and provide a Teacher Evaluation Framework observation rubric to assess teacher performance on the High-Leverage Instructional Principles identified by the Teacher Evaluation Framework. Districts must either implement the Nevada Teacher Evaluation Framework observation rubric or submit for approval applications for local flexibility by submitting the rubric they propose to use, as well as evidence that the selected rubric will validly and reliably measure teacher performance against the five high leverage principles. Member Small seconded. The motion passed unanimously.

Task Force Motion 12 – Year-to-year Student Outcomes data must be reviewed as part of the evaluation cycle and used to guide professional development decisions, but the use of Student Outcomes domain for high-stakes decision making for post-probationary teachers must include three prior years of student achievement data.

The rationale: The Task Force recognized the need to utilize the current year's data in the analysis for identifying professional development decisions, but recommended that high stakes decisions needed to be made using three prior years of student achievement data due to the need to be technically defensible. The TLC emphasized the rationale behind this motion is to protect teachers from actions based on one year's data. The number of years of data to be included in the calculation of a Student Outcomes domain score may be amended based on the results of pilot and validation studies to be conducted beginning Fall 2012.

Members discussed the student outcomes must include three years prior of student achievement scores. There was discussion regarding the number of years, from three to five years, with the consensus being three years.

MOTION: Member McCormick moved for that the year-to-year Student Outcomes data must be reviewed as part of the evaluation cycle and used to guide professional development decisions. The use of Student Outcomes domain for high-stakes decision making for post-probationary teachers must include three prior years of student achievement data. Member Tate seconded. The motion passed unanimously.

Task Force Motion 13 – The student achievement data for any given year will be reviewed during the Pre-Evaluation Conference of the following year, and included in the calculation of the Student Outcomes domain score beginning the following year.

The rationale: The student assessment data would not be available for analysis until mid-July, making its inclusion in the end of the year post-evaluation impossible. However, the review should be included at the pre-evaluation conference. It was discussed and recommended, with the current evaluation cycle, that data be included in pre-evaluation in the beginning of the following year.

There was concern expressed that the CRT tests were given too early in the semester and discussed the issue of administering the test later. Members discussed comparing data over the years to provide a picture of student progress; with the ultimate goal to provide a means to show significant achievement.

It was discussed to make this a two prong approach and educate the public that the CRT results are not the be all and end all results for a child; other assessments should be used. The CRT assessment is good for approximately 30% of students.

MOTION: Member Hales moved for student achievement data for any given year will be reviewed during the Pre-Evaluation Conference of the following year. Vice Chair Barker seconded. The motion passed unanimously.

Task Force Motion 14 – The Student Outcomes Weighting (subtotaling 50% of Teacher Evaluation Framework score); Growth – 20%; Proficiency/Status – 15%; Contribution to reducing the gap – 10%; and Student engagement – 5% with the possibly to allow flexibility between growth and proficiency/status allowing either to fluctuate up to 25%.

The rationale: The Task Force recognized the need to pilot this weighting this fall.

Ms. Shin stated that different consideration have come to light after discussions and these are starting points to begin piloting this fall, not necessarily the final recommendations. Members discussed and expressed concerns with regards to measuring growth, proficiency and that this is a starting point for the pilot program.

MOTION: Member Tate moved for the variations on the weighting of Student Outcomes components (subtotaling 50% of Teacher Evaluation Framework score) will be examined during the initial piloting phase, beginning in Fall of 2012; potential weighting structure: Growth: 20%, Proficiency/Status: 15%, Contribution to reducing the gap: 10%, and Student engagement: 5%. Member Crowley seconded. The motion passed with Member Hales voting in opposition.

Task Force Motion 15 – The approval process for District submitted requests for flexibility regarding the teacher and administrator evaluation frameworks will be developed by the State Education Agency with stakeholder input, including District representatives, parents, teachers, and others as deemed appropriate.

The rationale: The Task Force recognized to the framework will cover most situations; however wanted to allow flexibility for extenuating circumstances.

MOTION: Member Tate moved for the approval process for District submitted requests for flexibility regarding the teacher and administrator evaluation frameworks will be developed by the State Education Agency with stakeholder input, including District representatives, parents, teachers, and others as deemed appropriate. Member Galland-Collins seconded. The motion passed unanimously.

MOTION: Member Hales moved for the substantial compliance with the evaluation components will result in a valid evaluation despite minor noncompliance due to consequential unforeseen or compelling circumstances.

The rationale: The TLC recognizes that evaluations are too important to be invalidated as a result of technicalities arising from non-legitimate circumstances.

Member McCord seconded the motion. The motion passed unanimously.

It was stated that Items 5 – 8 on the agenda have been covered and discussed by the above referenced motions.

REVIEW OUTCOMES FROM THE JUNE 1, 2012 PRESENTATION TO THE STATE BOARD OF EDUCATION IN WHICH THE INITIAL RECOMMENDATIONS OF THE TLC WERE PRESENTED AND WHICH ARE POSTED AT
http://nde.doe.nv.gov/Teachers_LeadersCouncil_Resources.html

Member Fitzpatrick and Chair Salazar reviewed their presentation to the State Board of Education held on June 1, 2012.

UPDATE FROM COMMUNICATIONS TASK FORCE ON THE DEVELOPMENT OF THE STAKEHOLDER INVOLVEMENT AND COMMUNICATION PLAN AND OUTREACH APPROACH TO ENGAGE MEMBERS OF THE PUBLIC AND CONSIDERATION AND POSSIBLE ADOPTION OF A PLAN AND APPROACH

Member Barker provided an update from the Communications Task Force. Member Barker stated that the Task Force has been working, collecting and collating information which will be available to the TLC Council on July 25th.

The Task Force is working on a brochure and reviewing information to be included in the brochure. The Task Force is also discussing communications to districts, across the State, PTA communication coalition, and speaking to large audiences. NSEA is receiving updates from the Task Force and there is discussion regarding holding town hall meetings.

Member Tate from NVEnergy has identified education as a key for engagement and will hold a town hall meeting in Elko, Nevada. NVEnergy will help to identify community members to help with the town hall meeting and will also be holding town hall meetings in Reno and Las Vegas.

Member Barker stated that the Task Force has been receiving feedback forms and will have more information with regards to the feedback on July 25th.

REVIEW, RETHINK, DISCUSS, REFINE, MAKE CHANGES TO AND POSSIBLY APPROVE A JULY 11, 2012 VERSION OF THE *SYSTEM GUIDELINES WHITE PAPER*

Chair Salazar provided an updated version of the *White Paper*. Ms. Shin stated currently updates were being edited into the *White Paper* and suggested moving forward changes. It is anticipated to have the next version of the *White Paper* on July 24th or 25th.

DISCUSS KEY DECISIONS REACHED DURING THE COURSE OF THE METING AND POSSIBLY ADOPT THOSE FOR POSTING TO THE TLC WEBSITE TO KEEP STAKEHOLDERS INFORMED OF THE PROGRESS OF THE COUNCIL

Chair Salazar stated that a number of decisions have been made to begin the shape of the administrator framework. Upon the questioning of forming another task force, Chair Salazar stated that it was suggested to utilize staff and the Communications Task Force for website issues.

FUTURE AGENDA ITEMS

Chair Salazar stated that the next meeting will be held in Reno.

MEETING SUMMARY AND INFORMATIONAL ITEMS AND COMMENTS FROM TASK FORCE MEMBERS

There were no further comments.

PUBLIC COMMENTS

Craig Stevens stated that the Council was doing a great job.

Chair Salazar adjourned the meeting at 3:47 A.M.

*The next meeting of the Teachers and Leaders Council is scheduled for July 25, 2012 at **Best Western Airport Plaza, 1981 Terminal Way, Reno, NV**. For your convenience, minutes and agendas are posted on the Nevada Department of Education’s website, under Commissions & Councils, at <http://www.doe.nv.gov>.*

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

MEETING MINUTES

July 25, 2012

Best Western Airport Plaza

1981 Terminal Way

Reno, Nevada

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
Barbara Surritte-Barker, Vice Chair
Christine Cheney, Member
Kathleen Galland-Collins, Member
Theresa Crowley, Member – left the meeting at 11:45 A.M.
Rorie Fitzpatrick, Member
Sharla Hales, Member
Theo McCormick, Member
Theodore Small, Member
Kimberly Tate, Member

COUNCIL MEMBERS ABSENT:

Linda Archambault, Member – excused
Robert McCord, Member - excused
Dale Norton, Member - excused
Mary Peterson, Member - excused

DEPARTMENT STAFF PRESENT:

Laurie Thake, Administrative Assistant
Leslie James, Title IIA Education Programs Professional
Russ Keglövits, Assessment, Program Accountability, and Curriculum
Richard Vineyard, Assistant Director, Assessment

LEGAL COUNSEL:

Shane Chesney, Senior Deputy Attorney General

INVITED GUESTS:

Sujie Shin, Senior Manager, Assessment and Standards Development at WestEd
Lynn Holdheide Consultant, National Comprehensive Center for Teacher Quality
Judy Osgood Nevada Governor’s Office

AUDIENCE IN ATTENDANCE:

Kelley Miner NV PTA, Vice President of Programs
Linda Hunt Teacher, Washoe County School District
Jose Delfin Carson City School District
Natha Anderson Washoe Education Association and Nevada State Education Association
Kristen McNeil Washoe County School District
Judy Osgood Nevada Governor’s Office

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:40 A.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

There was no public comment.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member Tate moved for a flexible agenda. Member Cheney seconded. The motion passed.

REVIEW UPDATES AND DISCUSS RECOMMENDATIONS REGARDING THE STUDENT OUTCOMES DOMAIN OF THE NEVADA TEACHER EVALUATION FRAMEWORK AS A RESULT OF THE MODELS AND INDICATORS/MEASURES JOINT TASK FORCES MEETING WHICH TOOK PLACE ON JULY 24, 2012

Chair Salazar stated at the July 24th Joint Task Force meeting the discussion centered on measuring student growth in non-tested grades.

Ms. Shin provided a review of the discussion on the main issues from July 24th Joint Task Force meeting:

- The teacher evaluation diagram:
 - 50% educational practice and 50% student performance for at least the first several years;
 - Educational practice is not yet differentiated and currently is flexible as we define the rubric for the operational practice.
 - There needs to be further discussion with regards to professional responsibility.
- Student performance side to be weighted - Student outcomes 50%:
 - Student growth – 20%;
 - Proficiency/Status – 15%;
 - Contributions to reducing the gap – 10%;
 - Student engagement – 5%.
- There was discussion regarding the development of assessments for different courses with strong curriculums, and for groups of teachers who teach elective courses. Also discussed was the different weighting needed for different groups of teachers. It was stated there is a need to ensure teachers know what categories they are in and how they will be evaluated.

The Joint Task Force also worked on timelines during the July 24th meeting.

Ms. Shin introduced the motions from the Joint Task Force and opened the floor for discussions on the motions.

Joint Task Force Motion 1: The teacher evaluation framework will differentiate “groups” of teachers (as defined by NRS 391.311) within the school based on job description.

It was discussed if growth and status will apply to all as it may make more sense to apply to some groups but not others. Groups will be defined based upon job description per NRS 391.311 – teacher/administrator. There was a discussion to differentiate weighting and measures, as the same numbers won’t work for every teacher. This process needs to be fair and equitable for all educators.

Also discussed was the need to differentiate amongst school personnel such as school psychologist, speech/language specialist, etc. to see who will need to be included and excluded from the definition of teacher, and the role/suitability of specialist personnel professional standards applied to the differentiation of evaluation in the statewide evaluation system. NRS 391.311 defines a teacher as “a licensed employee the majority of whose time is devoted to the rendering of direct educational services to pupils of a school district”. It was stated that NRS 391.311 was used to ensure that everyone was on the same page with the definition of “teacher” and exactly who is included as a “teacher”. It was discussed to establish a task force to define the groups of educators and it was further discussed this may look different in different areas of the state.

Senior Deputy Attorney General Chensey advised that NRS 391.311, section 2 refers to the local board’s responsibility and suggested the TLC has the responsibility to develop an evaluation for teachers and the local boards have the responsibility for evaluating librarians, counselors, and other licensed personnel. Member Crowley expressed those individuals do share the responsibility of teaching students for student growth/improvement.

Following a discussion regarding legislative language and legislative intent, Chair Salazar stated the Council will look at groups of teachers.

MOTION: Member McCormick moved to accept the Teacher Evaluation Framework will differentiate “groups” of teachers based on their roles (as defined by NRS 391.311) within the school based on job description. Vice Chair Barker seconded. Following a discussion, Chair Salazar called for the vote; the motion passed.

Joint Task Force Motion 2: The Teacher Evaluation Framework may differentiate the weighting of the components within the domain of Educational Practice or Student Outcomes of the teacher evaluation model based on identified groups of teachers.

MOTION: Member Small moved to approve the Teacher Evaluation Framework with a possible differentiation of the weighting of the components within the domain of Educational Practice and/or Student Outcomes of the teacher evaluation model based on identified groups of teachers. Member Hales seconded. The motion passed.

Joint Task Force Motion 3: The teacher evaluation framework may differentiate the implementation timeline of the teacher evaluation model for those groups of teachers.

It was discussed to develop a roll out plan for all groups of teachers and identify a tool to explain to the public the timeline of what is to take place.

Ms. Shin stated the Council may have to begin the process using assessments and measures which will change as the system evolves. Ms. Shin advised the Council to be sure about the system before any high stakes decisions are made.

Member Small stated the school districts are expecting the TLC to develop the frameworks for all groups of teachers and the TLC needs to clearly communicate with the districts what is being done. Member Hales stated she feels the school districts know they will need to dovetail their work into what the TLC is developing.

MOTION: Member Hales moved to approve the Teacher Evaluation Framework that may differentiate the implementation timeline of the teacher evaluation model for the different groups of teachers. Member Crowley seconded. The motion passed.

Joint Task Force Motion 4: The Joint Task Force recommended the TLC adopt the Draft Work Schedule for the evaluation framework as a working timeline with edits to the definition of existing teacher evaluation rubrics and district responsibility of training.

Chair Salazar granted a break.
The meeting reconvened.

Ms. Shin led the review of the Draft Work Schedule. The TLC reviewed and worked through the Draft Work Schedule for Nevada Teacher Evaluation Framework with the Overview of Teacher Evaluation Cycle for reference.

The following items were reviewed along with the work that needs to be completed over the next year. The TLC reviewed the five strands:

- 1st strand – work around the growth models.
 - An external group will be developing the growth model and the TLC needs to provide an outline for those groups and define parameters for the piloting.
- 2nd strand - existing district teacher observation rubrics.
 - There is a need to educate stakeholders on how assessments can be relevant and ensure that part of the communication plan is to inform and educate stakeholders on the work of the TLC.
- 3rd strand – developing a new teacher observation group.
 - Advise districts of their responsibility to ensure qualification/certification demonstration of rubric competence. It is important to look at the context of technical advisory groups.
- 4th strand - professional responsibility.
 - Allow flexibility to collect data, understand that the LEAs are using multiple measures and assessments and recommended a phased-in implementation.
- 5th strand – communications.
 - Need to be able to deliver more detailed communication to families.

The TLC discussed defining and setting the parameters of the validation for this process, as well as data collection and the evaluation of data. This evaluation system is going to take at least three years to be operational for all educators. It was suggested the TLC hold further discussions on reducing the gap to see if a teacher is actually contributing to gap reduction. Member Small recommended allowing school districts to use their current evaluation tool to help expand the score of growth beyond CRTs and expand the data being used.

Members expressed concern about districts using different collection and evaluation methods for data and the need to provide consistency in these areas. It was stated communication to stakeholders is a key imperative in this process. As part of the communication plan, there is a need to educate individuals regarding what assessment can be used to measure student growth, as these measure will consist of more than a CRT test. Members discussed the additional valid ways to measure student growth to evaluate how well a teacher is doing.

Vice Chair Barker stated the Communications Task Force established the need to educate legislators in this entire evaluation process.

There was a recommendation to allow assessment flexibility in the evaluation process. Members expressed concern over allowing too much flexibility. It was suggested to continue with the current assessment system and move forward with identifying avenues in which to measure a student's growth.

Ms. Shin recommended that the TLC spend the summer defining professional responsibility and then define the rubric in the fall.

MOTION: Member Tate moved the TLC recommend to the Nevada Department of Education to create a Technical Advisory Group (TAG) to oversee the piloting and validation process of the technical components associated with the Teacher and Administrator Evaluation Frameworks. Member Crowley seconded. The motion passed.

A lunch break was granted at 11:40 A.M.
The meeting reconvened at 12:30 P.M.

Ms. Shin stated the high priority for the next couple of months is building and understanding the five high leverage principles and communicating the timelines. For families, the need is to focus on communicating the timeline and the dissemination of the results.

MOTION: Following discussion regarding the timeline, Member Galland-Collins moved for the TLC to adopt the Draft Work Schedule for the Nevada Teacher Evaluation Framework as a working timeline. Member Tate seconded. The motion passed.

RECEIVE UPDATES AND DISCUSS RECOMMENDATIONS (IF ANY) REGARDING NEXT STEPS, TIMELINES, AND COMMUNICATION NEEDS IDENTIFIED BY THE MODELS AND INDICATORS/MEASURES JOINT TASK FORCE WHICH MET ON JULY 24, 2012

Ms. Fitzpatrick shared the recommendations from the Joint Task Force:

- Hold a series of one day summits to be offered on Saturdays in September, with locations in Reno, Las Vegas and Elko. The morning session would cover the expectations of the framework and the afternoon session would be for conducting smaller focus groups for feedback.
- The Communications Task Force will develop the summits with support from the State Department of Education.
- It was discussed to video tape the summit for individuals to be able to access via the website and to be used for training. It was also discussed to offer a series of webinars, wherein individuals could participate in a live via webinar or download the webinar for later viewing.

Member Hales questioned the possibility of educators receiving continuing education credit for attending the summit.

Vice Chair Barker stated the Communications Task Force discussed holding a summit for legislative bodies and inviting experts in the evaluation system from other states and providing a listening forum and feedback in December in preparation for the 2013 Legislative Session.

Judy Osgood stated it was instructive to hear directly from the legislators as it fills an important gap. It was indicated the work the TLC is doing could necessitate some large statutory changes during the 2013 Legislative Session.

Ms. Osgood stated she spoke with Stavan Corbett, Nevada State Board of Education President, on how to include both the old and new State Board of Education Members in this process. Mr. Corbett stated he is interested in making the transition easier and suggested involving both new and old Board Members in order to inform the new Board Members of this ongoing process. Member Fitzpatrick suggested extending an invitation to new Board members to attend the December TLC meeting as members of the public to listen, learn and begin to understand this process. Member Fitzpatrick recommended the orientation may want to be centered on the *White Paper*.

Vice Chair Barker expressed concern with the logistics and support for the communication plan to ensure that a quality product is delivered. It was stated the charge of the Communications Task Force is to specify the communications plan/timeframe and then for the TLC to review what resources are available and the areas in which the Department of Education can lend support.

ACTION: It was recommended the *White Paper* be updated and posted to the website on a consistent basis, as this is the main source for communication with TLC members and stakeholders.

Craig Stevens, NSEA, questioned if the Legislature is aware of the amount of professional development which will need to be provided through the Regional Professional Development Programs. Mr. Stevens offered his assistance to the TLC in this area. Chair Salazar responded that she felt the Legislature was aware; the TLC is waiting for Margaret to complete the work on the five high level principles before moving forward with the professional development piece.

MOTION: Member Small moved the TLC adopt the recommendations and forward the recommendations to the Communication Task Force regarding the summits and webinars for communications purposes in the fall of 2012, as well as a legislative summit in December of 2012. Member Galland-Collins seconded. The motion passed.

FUTURE AGENDA ITEMS

The next meeting of the TLC is scheduled for August 20, 2012. It was suggested the following be on the agenda:

- Discussion on professional responsibilities for teachers, to include the parent/family engagement component;
- Discuss the administrator framework and/or professional responsibilities for administrators;
- Update on communications plan;
- Request that Kate Lipor, Educational Council, make a presentation on what is happening nationally on the legalities of the evaluation tools;
- Communications Task Force Update;
- Discussion/update regarding the replacement of Council Members who have resigned; and
- Discussion and possible development of ad hoc task forces to address the issues around:
 - Defining teacher groups and differentiation of model weighting by group.
 - Next steps for teacher evaluation results around:
 - Reporting
 - Human capital decisions
 - Professional development decisions
 - Process around the above
- Discuss reporting and the use of evaluation data.

MEETING SUMMARY AND INFORMATIONAL ITEMS AND COMMENTS FROM TASK FORCE MEMBERS

The meeting summary and informational items discussion was tabled.

Member Fitzpatrick thanked the Communications Task Force and the Joint Task Force Members for all of their time, hard work, and dedication in this process.

PUBLIC COMMENTS

Mr. Stevens expressed concern there were educators and administrators out there who feel unprotected by this process. He expressed concern over how information was disseminated and the importance of the buy in by these educators and administrators.

Chair Salazar adjourned the meeting at 1:47 P.M.

The next meeting of the Teachers and Leaders Council is scheduled for August 20, 2012 at **Hyatt Place Las Vegas, 4520 Paradise Rd., Las Vegas, NV**. For your convenience, minutes and agendas are posted on the Nevada Department of Education’s website, under Commissions & Councils, at <http://www.doe.nv.gov>.

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

MEETING MINUTES

August 20, 2012

Hyatt Place

4520 Paradise Road; Meeting Place 9

Las Vegas, Nevada

COUNCIL MEMBERS PRESENT:

- Pamela Salazar, Chair
- Barbara Surritte-Barker, Vice Chair
- Linda Archambault, Member
- Christine Cheney, Member
- Kathleen Galland-Collins, Member
- Theresa Crowley, Member – left the meeting at 11:45 A.M.
- Rorie Fitzpatrick, Member
- Sharla Hales, Member
- Robert McCord, Member
- Theo McCormick, Member
- Dale Norton, Member
- Theodore Small, Member
- Kimberly Tate, Member – arrived at 9:45 A.M.

COUNCIL MEMBERS ABSENT:

- Mary Peterson, Member – excused
- Theodore Small, Member – excused

DEPARTMENT STAFF PRESENT:

- Laurie Thake, Administrative Assistant
- Leslie James, Title IIA Education Program Professional
- Russ Keglovits, Assessment, Program Accountability, and Curriculum
- Krishanu Sengupta, Director of Teacher Licensure

LEGAL COUNSEL:

- Shane Chesney, Senior Deputy Attorney General

INVITED GUESTS:

- Sujie Shin Senior Manager, Assessment and Standards Development at WestEd
- Lynn Holdheide Consultant, American Institutes for Research (AIR)
- Judy Osgood Nevada Governor’s Office

AUDIENCE IN ATTENDANCE:

Pam Hicks	CCASAPE
Kristen McNeill	Washoe County School District
Barbara Gnatovich	Sierra Nevada College
Nicole Rourke	Clark County School District
Jane Newton	League of Women Voters

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:45 A.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

There was no public comment.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member Cheney moved for a flexible agenda. Member Galland-Collins seconded. The motion passed.

REVIEW OF THE MOTIONS PASSED DURING THE INDICATORS/MEASURES AND MODELS JOINT TASK FORCE MEETING ON 7/24/2012 AND THE TLC MEETING ON 7/25/2012 AND A DRAFT OF THE SYSTEMS GUIDELINES WHITE PAPER AS OF 8/20/2012

Ms. Holdheide reviewed the motions and actions taken at the last TLC meeting:

- 1) Approval of the difference in “teacher groups” based on school job description and evaluation;
- 2) Implementation of timeline, related to student growth data, and the impact of when different scores are recorded;
- 3) The phase-in of the system might be differentiated by groups of teachers;
- 4) Determine if different assessments are either available or not available to measure student growth;
- 5) The creation of the Technical Advisory Group for pilot validation;
- 6) Adoption of the draft work schedule; and
- 7) Recommendations as to summits and webinars for communication outreach in the fall.

The TLC reviewed the most recent updates to the *White Paper* and the following amendments were proposed:

- Amendments to effectiveness categories to keep the language in line with the statutory language: Highly effective through ineffective.
- Additions to the Glossary to clarify the intent: High leverage principles, or main objective of effective teachers and administrators, as identified by the Nevada Teachers and Leaders Council based on a robust body of research.
 - Add and define: Indicator and Professional Responsibility.
- Include the guiding beliefs for a new educator evaluation system.
- The evaluation process will lead to continually improving student achievement for all learners.
- Amendments to the evaluation system must include student, teacher, administrator, performance; as well as achievement measured over time using multiple measures, multiple times, and over multiple years (language to be consistent with NRS).

There was discussion on sub-population groups and gaps in performance. Members agreed every teacher can improve. There will be more clarity as to what is meant by the reduction in subpopulation gaps ;we want to raise the lower group and not lower the higher group. There was discussion regarding clarification in the wording of subpopulations, but no action was taken at this time.

It was stated the Technical Advisory Group (TAG) is to be comprised of nationally recognized group of experts and there are individuals in Nevada that would fit this description. Chair Salazar stated that since Nevada is part of the Southwest Regional Comprehensive Center , Nevada has access to experts with knowledge of Nevada. Member Fitzpatrick responded there are individuals in Nevada who are nationally recognized experts and stated she was unsure if local district personnel would want to be a part of the TAG which would reject or approve other school districts’ systems. This may be an area where the TLC may want to have national experts making those decisions.

DISCUSSION AND POSSIBLE ACTION REGARDING THE DIFFERENT GROUPS OF “TEACHERS” (AS DEFINED BY NRS 391.311) TO BE IDENTIFIED FOR THE PURPOSES OF THE NEVADA TEACHER EVALUATION FRAMEWORK

Chair Salazar led the discussion regarding the Teacher Evaluation Framework and how different groups impact the components of the teacher framework itself.

Ms. Holdheide reviewed the three groups: teachers in tested grades; teachers in non-tested grades; and “other licensed personnel” to include librarians, school psychologists, speech/language specialists, etc. – those individuals who have a stake in instruction, but are not directly involved with instruction. The basic bones of the evaluation process and the measures are the same; just adjusted based on the type of educator you are. Ms. Holdheide stated teacher grouping is commonly based on several components: 1) individual value added; 2) teaching and learning framework; 3) observation rubric; 4) school community/professional responsibility; and 5) school wide value added. Members discussed that as the instruments are validated over time, the percentages and weighting will change. It was agreed there is the need to build confidence in the system before a weight can accurately be placed.

Ms. Holdheide stated the frameworks contain standard language, but are adjusted further for areas such as special education. The frameworks provide specific guidance for different groups and subgroups. The rubric does not change, but the focus for the different areas changes.

The TLC reviewed the frameworks and percentages adopted and currently used in Washington D.C., Michigan, and Tennessee.

It was discussed to divide educators to three large groups for initial implementation, with the understanding these groups will be reviewed and expanded over time:

- Group 1: teachers in state tested grades and subjects (as defined by NRS 391.311)
- Group 2: teachers in non-tested grades and subjects (as defined by NRS 391.311)
- Group 3: specialist personnel (as defined by NRS 391.XXX) (e.g., related services, librarians).

MOTION: Member Crowley moved to accept the designation of the three groups of teachers: Group 1: teachers in state tested grades and subjects (as defined by NRS 391.311); Group 2: teachers in non-tested grades and subjects (as defined by NRS 391.311); Group 3: specialist personnel (as defined by NRS 391.XXX) (e.g., related services, librarians, nurses, speech/language specialists , etc.) to proceed with discussions. Member Cheney seconded. The motion passed.

A fifteen minute break was granted.
The meeting reconvened.

MOTION: Member Barker moved the TLC recommend the State Department of Education create an ad hoc committee to identify the inclusion and exclusion criteria for each group and report back to the TLC. Member Galland-Collins seconded. The motion passed.

MOTION: Member Tate moved the TLC recommend the State Department of Education create an ad hoc committee to focus on the specialist personnel group to work with the appropriate associations with respect to their professional standards and report back to the TLC. Member Galland-Collins seconded. The motion passed.

It was clarified the ad hoc committees would also discuss how to measure growth in each of the groups.

Ms. Holdheide stated the TLC identified the following:

- The instructional principles rubric;
- The professional responsibilities rubric; and
- The student growth and student engagement pieces.

Now the TLC needs to determine how those rubrics will be rated and scored. Ms. Holdheide indicated the TLC will need to make decisions with regard to the growth aspects, following the reports of the ad hoc committees, and also discuss if there will be a correlation between practice and growth.

Ms. Holdheide led the discussion on professional practice standards. Previously, the TLC agreed to use the following four categories: family engagement; self reflection and professional growth; contribution to the school community; and professional obligations. Having reviewed a lot of different rubrics, Ms. Holdheide suggested having one rubric which would state: A teacher’s commitment to the school, students, families, and the community; which would align with family engagement, contribution to the school community, self-reflection and professional growth, and professionalism.

Member Tate cautioned to not lose the impact and importance of family engagement on student improvement. She expressed concern the emphasis will be lost if family engagement is lumped into this rubric. Member Tate would like family engagement to be under student achievement; as family engagement has a direct impact on student achievement.

The TLC reviewed the family engagement pieces to include responding to family communication in a timely and positive manner, understand that there is a two-way form of communication, and understand and use multiple modes of communication. For the area of student progress, there is a need to ensure a teacher is providing updates on student progress on a continual basis, handling family concerns with compassion and cultural responsibility, and involving families in the learning environment.

DISCUSSION AND POSSIBLE ACTION REGARDING HOW TO MEASURE THE PROFESSIONAL RESPONSIBILITIES COMPONENTS OF THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSSION AND POSSIBLE ACTION TO BE TAKEN REGARDING ISSUES IDENTIFIED DURING THE JULY 24, 2012 INDICATORS/MEASURES AND MODELS JOINT TASK FORCE MEETING AND THE JULY 25, 2012 TLC MEETING

Ms. Holdheide reviewed the Nevada Model Rubrics for Measuring Professional Practice handout.

With regards to family engagement, it was discussed this piece should be presented to the Advisory Council on Parental Involvement, which already exists within the Department of Education, for input. It was discussed that parents are not currently involved in the education process and parents need to help determine if their children are on the right track.

Ms. James stated the Advisory Council on Parental Involvement would like to provide input and would like to participate in the process of developing a rubric. The Council would be able to help provide draft language in the family engagement area.

MOTION: Member Tate moved the TLC recommend the Nevada Department of Education request the family engagement piece of the rubric be presented to the Advisory Council on Parental Involvement with a request for review and recommendations on the rubric to be presented at the November 2, 2012 TLC meeting. Member Galland-Collins seconded. The motion passed.

Chair Salazar introduced Krishanu Sengupta as the new Director of Teacher Licensure for the Nevada Department of Education.

A lunch break was granted at 11:45 A.M.
The meeting reconvened at 12:55 P.M.

Chair Salazar requested Ms. Holdheide discuss the rubric from a conceptual perspective, so if there is a motion it will recommend conceptual ideas and then ask the ad hoc committees to develop the actual rubric for TLC approval. Ms. Holdheide continued the discussion with regard to the rubric - commitment to the school community and if it meets the high level practices and how teachers participate/collaborate in the school. Ms. Holdheide recommended that the TLC work on refining the rubric instead of creating a new rubric, as there is not sufficient time to design a new rubric.

The TLC discussed conceptually the most important elements for school community. The following were discussed and endorsed: support the whole school as a community, involvement in school initiatives, and creating a cultural of community-school spirit. Members suggested

rewording to include more high leverage language: collaborate with colleagues to impact all students; support school and district initiatives; and support school culture and community.

Ms. Holdheide led the discussion with regard to self-reflection and professional growth. Members discussed the need for an accountability piece for both teachers and administrators; mentoring included in leadership as part of level; and within professionalism, the importance of teachers to keeping records and making entries in a timely and effective manner.

It was discussed that there are eight standards which need to be defined over the three large categories and should be set up parallel to how Margaret sets up the rubrics for the instructional principles.

MOTION: Vice Chair Barker moved for the TLC to request the Department of Education to engage in association with a group to work on the components of the rubric, already discussed, and create language which supports the direction of the TLC, and return to the TLC with recommendations. Member Norton seconded. The motion passed.

A break was granted at 2:10 P.M.
The meeting reconvened at 2:30 P.M.

DISCUSSION AND POSSIBLE ACTION REGARDING THE ROLE AND RESPONSIBILITIES OF THE TECHNICAL ADVISORY TEAM (TAT) TO THE TEACHERS AND LEADERS COUNCIL, AS IDENTIFIED BY THE NEVADA DEPARTMENT OF EDUCATION (NDE)

Leslie James made a presentation regarding the Technical Advisory Team.

Ms. James stated that the purpose of the Technical Advisory Team (TAT) will help inform the parameters of the chosen pilots and evaluation studies and/or review data from the evaluation studies and make decisions about what the data means and how to inform the TLC. Currently, there are discussions with groups that helped the NDE put together a Request For Proposal (RFP) for those studies. The TAT could help inform and respond to the data from those studies.

Individuals who would be on the TAT need the following skills: sound statistical understanding, pedagogical understanding, understand how data for the state can be collected at the school and district level, and educator growth.

Member Fitzpatrick stated in addition to the validation studies, there will be a need to analyze growth data using the growth models towards refinement of the tools in the spring 2013.

Member Fitzpatrick stated Senator Denis recommended an Education Effects Summit sometime in December, whereby key policymakers, including legislators and newly elected and appointed State Board of Education Members could come together to learn about the issues and become familiar with the recommendations of the TLC before the start of the 2013 legislative session.

UPDATES AND RECOMMENDATIONS REGARDING THE NEXT STEPS, TIMELINES, AND DEVELOPMENT NEEDS FROM THE COMMUNICATIONS TASK FORCE AS A RESULT OF THE MODELS AND INDICATORS/MEASURES JOINT TASK FORCE MEETING WHICH TOOK PLACE ON JULY 24, 2012

Member Fitzpatrick stated this issue was previously addressed at the July 25, 2012 TLC meeting. To recap, there continues to be interest in pursuing a series of webinars, focus groups, and stakeholder meetings in the months of September and October, and moving towards the Educational Summit in December. The focus of the groups would include in- person experiences, discussion, and teaching about draft versions of the model. The morning session would be to inform and teach regarding the framework, and the afternoon session would be for the smaller focus groups in which Council Members would be listening to individuals, but not answering questions at the meeting.

Member Tate stated the reception from the presentations was that many people were not aware of this process. The parents are protective of the teachers and more critical of administrators to ensure that teachers are provided with the appropriate tools in which to teach and stimulate student growth.

Member McCord and Member Small will be making a presentation to Clark County School Board members in October.

COUNCIL MEMBER COMMENTS

Member Fitzpatrick discussed the previous recommendation to remove the timeline from the *White Paper* as it was no longer accurate. Member Fitzpatrick strongly encouraged the TLC to update the timeline so TLC members, stakeholders, and members of the public are clear on the timeline. The timeline should be updated and placed back in the *White Paper*. Member McCord responded and suggested making the timeline a separate link on the website.

FUTURE AGENDA ITEMS

It was suggested the State Department of Education research the meaning of “teacher of record” and make recommendations to the TLC at the next meeting.

PUBLIC COMMENTS

Russ Keglovits, Department of Education Consultant, expressed concern from the IT Department and recommended defining “teacher of record” as this will help define data pieces at the state level.

Pam Hicks, Deputy Director of the Clark County School Administrators Association, expressed appreciation for the Council’s work. Ms. Hicks questioned if the administrator’s framework will be completed and presented to the State Board of Education at their December meeting.

COUNCIL MEMBER COMMENTS

Member Fitzpatrick stated the Council has a deliverable of teacher and administrator framework evaluations in December to the Nevada State Board of Education.

Chair Salazar adjourned the meeting at 3:00 P.M.

*The next meeting of the Teachers and Leaders Council is scheduled for **September 18, 2012 at Hyatt Place Reno, 1790 East Plumb Lane, Reno, NV 89502**. For your convenience, minutes and agendas are posted on the Nevada Department of Education's website, under Commissions & Councils, at <http://www.doe.nv.gov>.*

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

MEETING MINUTES

September 18, 2012

Hyatt Place

1790 East Plumb Lane, Meeting Place 1

Reno, Nevada

COUNCIL MEMBERS PRESENT:

- Pamela Salazar, Chair
- Barbara Surritte-Barker, Vice Chair
- Kathleen Galland-Collins, Member
- Theresa Crowley, Member
- Rorie Fitzpatrick, Member
- Sharla Hales, Member
- Robert McCord, Member
- Theo McCormick, Member
- Dale Norton, Member
- Mary Peterson, Member
- Theodore Small, Member

COUNCIL MEMBERS ABSENT:

- Linda Archambault, Member – excused
- Christine Cheney, Member – excused
- Kimberly Tate, Member – excused

DEPARTMENT STAFF PRESENT:

- Dr. James W. Guthrie, Superintendent of Public Instruction
- Laurie Thake, Administrative Assistant
- Leslie James, Title IIA Education Programs Professional

LEGAL COUNSEL:

- Shane Chesney, Senior Deputy Attorney General

INVITED GUESTS:

- Sujie Shin Senior Manager, Assessment and Standards Development at WestEd
- Lynn Holdheide Consultant, American Institutes for Research (AIR)
- Dr. Margaret Heritage Consultant, CRESST

AUDIENCE IN ATTENDANCE:

- Pam Hicks Clark County School Administrator Association, Deputy Director
- Kristen McNeill Washoe County School District
- Todd Butterworth Legislative Counsel Bureau

Meg Nigro	Clark County School District, Human Resources
Dena Durish	Clark County School District, Human Resources
Jose Delfin	Carson City School District
Beth Bouchard	Sierra Nevada College
Tami Berg	Nevada PTA
Barbara Clark	Chair of the Council on Parental Involvement
Judy Osgood	Governor’s Office
Debra Cunningham	Deputy Superintendent, Nevada Department of Education

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:39 A.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

Pam Hicks expressed concern regarding the White Paper, which was reviewed by the Clark County Administrator Association (CCAA) at their August 9th meeting. CCAA has grave concerns regarding the scheduling of observations. Those concerns stem from the fact that the two week window is problematic with schools with double digit probationary teachers. They requested the TLC reconsider the time frame. Secondly, with the retirement of Dr. Archambault, there was no one on the TLC representing administrators who could provide first-hand information. CCAA recognizes the expertise and experience of all TLC members, however nothing replaces firsthand knowledge. Ms. Hicks spoke with Dr. Archambault and suggested that Dr. Archambault be part of an ad hoc committee to act as a conduit for this type of information. Ms. Hicks requested the TLC provide an avenue for the administrators to provide input.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member Norton moved to approve a flexible agenda. Member McCord seconded. The motion passed.

APPROVAL OF MINUTES FOR THE APRIL 16, 2012 AND MAY 7, 2012 TEACHERS AND LEADERS COUNCIL MEETINGS

MOTION: Member Norton moved to approve the April 16 and May 7, 2012 minutes as presented. Member McCord seconded. The motion passed.

REVIEW, DISCUSS, AND IF DETERMINED APPROPRIATE, POSSIBLY ADOPT A SET OF PROJECTED DECISIONS TO BE MADE BY THE TEACHERS AND LEADERS COUNCIL (TLC) AND THE ASSOCIATED TIMELINES THEREIN, IN ORDER TO DELIVER THE REQUIRED FULL SET OF SYSTEM RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION AT THEIR PUBLIC MEETING ON DECEMBER 14, 2012. CONCURRENTLY DISCUSS THE INFORMATION THE NEVADA DEPARTMENT OF EDUCATION (NDE) WILL SHARE WITH THE US DEPARTMENT OF EDUCATION WITH REGARD TO THE STATE’S ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY REQUEST AND THE STATUS OF THE NEW EDUCATIONAL PERFORMANCE SYSTEM AUTHORIZED UNDER THE STATE’S APPROVED ESEA WAIVER

Member Fitzpatrick reviewed the roadmap for the development and initial implementation of Nevada teacher and administrator system. Member Fitzpatrick advised the State Board of Education meeting was rescheduled to December 14, 2012; wherein the first workshop for the educator evaluator system regulations will be held. Meetings of the TLC are scheduled for November 2nd, November 14th, and November 28th in order to have all of the required documents ready to submit to the State Board of Education on December 14, 2012.

Member Fitzpatrick stated the Teacher Evaluation Framework as it exists is a rough estimation of where items will fit into the timeframe in the early stages of implementation.

Member Fitzpatrick advised today the TLC will be discussing, in an effort to develop rubrics for the five high level instructional principles, the indicators and criteria under those principles. The TLC will discuss why and how to move student performance, work on establishing the proficiency levels, understand professional responsibility and family engagement, and establish validity checks and rubric training.

The objective is for an outside party to perform an analysis for the State; a Request for Proposal (RFP) is currently being drafted for this process and will then be submitted to the Board of Examiners.

The TLC will need to discuss and determine criteria for teachers to participate in the piloting model and framework, and establish validation studies.

Member Fitzpatrick stated with regard to the high level instructional principles, there was an appetite to allow districts to submit applications which demonstrate the observation tool they want to use to collect data for the high level instructional principles could be different than the State rubric. Empirical data will need to be presented by the school district to the State. Member Fitzpatrick responded the validation pieces needed be rigorous to ensure the instrument and training would deliver the results required.

Members discussed for an effective statewide system, we need to be able to aggregate the data no matter what rubric is used. The responsibility will be on the district to demonstrate how their plan fits the demands of the high level criteria.

It was discussed that the TLC needs to build out a timeline for July 2013 to June 2014.

Members discussed, with regards to student performance, there are three groups of teachers: those who teach tested grades and subjects; those who teach non-tested grades and subjects; and those that are instructional specialists (counselors, librarians, speech pathologists, etc.) A Technical Advisory team was created at the Nevada Department of Education, who will report to the TLC with recommendations relative to these groups of teachers.

Additionally, the TLC will establish a Technical Advisory Committee (TAC), with nationally established expertise. Dr. Margaret Heritage will be a part of that group, as well as other individuals who have understanding of national issues and a deep level of technical knowledge.

Member Fitzpatrick stated with regard to the Administrator Evaluation Framework, the rubric is not as detailed as the Teacher Evaluation Framework and is less complicated due to the groupings in the teacher component. With regard to student performance, the measures are different at the school wide level then at the teacher level. Beginning today and over the next few meetings, the TLC will begin to finalize the high level leadership principles in the Administrator Evaluation Framework.

Relevant for the evaluation of both teachers and administrators in that the following:

- Establish expectations that link evaluation results to professional development;
- Determine how to target professional learning opportunities;
- Discuss and possibly recommend legislative amendments to deal with local obligation through collective bargaining with pay for performance issues – this is not within the TLC authority, but is a local district issue.

Members discussed the need to have targeted conversations with teachers and school administrators, as well as district administrators and family members and/or the public. Member Fitzpatrick advised the Nevada Department of Education will be hosting an educator summit for legislative members, so they will have a better understanding of this educator evaluation process. This will be either a one or two day summit and will include local policy makers.

Member Fitzpatrick stated, with regard to regulation adoptions, the TLC needs to be very clear on the needed legislative changes in order to implement the recommendations of the TLC. There will be a series of workshops to allow for opportunities for individuals to participate and provide feedback.

A break was granted at 9:48 A.M.

The meeting reconvened at 10:05 A.M.

PROPOSE, REVIEW, AND DISCUSS THE INDICATORS TO BE MEASURED UNDER EACH OF THE HIGH LEVERAGE PRINCIPLES OF THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE INDICATORS AND THEN POSSIBLY TAKE ACTION

Dr. Margaret Heritage, CRESST, reviewed the indicators developed for each principle, but indicated no performance levels for the indicators were developed at this time.

Dr. Heritage reviewed and discussed the following principles and indicators with the TLC:

Principle 1: New learning is connected to prior learning and experience. Any new learning is based on prior learning.

- Indicator 1: Teacher activates all students initial understand of new concepts and skills.
- Indicator 2: Teacher makes connections explicit between previous learning and new concepts and skills for all students.
- Indicator 3: Teacher makes clear the purpose and relevance of new learning for all students.
- Indicator 4: Teacher provides all students opportunities to build on or challenge initial understandings.

Prior knowledge is an essential variable in learning and its influence on learning is well documented. In particular, research in cognition has demonstrated what the learner knows, and the extent to which their prior knowledge is activated during new learning, has important implications for whether the new information will make sense to the learner. Additionally, it is important to recognize the cultural backgrounds of students and how these experiences affect student learning in classrooms. Prior knowledge often includes the kind of knowledge learners acquire outside of school settings, such as in their homes and communities.

Members questioned the availability of fiscal resources to perform the validation. It was reported that currently there is a very limited set of resources, with a majority the process is being funded by federal funds under Title IIA. The resources do not exist to conduct an exceptional study, but resources do exist to conduct a sufficient study.

The TLC discussed the issue of fairness and reasonableness. The TLC established the focus needs to remain on outcomes which are fair to students.

Principle 2: Learning tasks have high cognitive demand for diverse learners.

- Indicator 1: Tasks purposefully employ all students' cognitive abilities and skills.
- Indicator 2: Tasks place appropriate demands on each student.
- Indicator 3: Tasks progressively develop all student's cognitive abilities and skills.

The term "all students" refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, ESE). Cognitive abilities include, but are not limited to, reasoning, planning, solving problems, evaluating synthesizing, comprehending, and designing. "Skills" refers to the capacity or competence to perform a task; they can range from simple levels to higher levels. Cognitive abilities and skills are increasingly domain specific as students' learning develops.

Members discussed: 1) If the task fits into the larger goal; 2) Are the tasks worth doing; 3) Are they worth the students' time; and 4) Are they making appropriate demands on all students.

Principle 3: Students engage in meaning-making through discourse and other strategies.

- Indicator 1: Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- Indicator 2: Teacher provides opportunities for all students to create and interpret multiple representations.
- Indicator 3: Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.

- Indicator 4: Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

Students are active and constructive learners and they have to develop the meaning and the cognitive ability themselves. Students connect what they are learning to what they know. Discourse is a larger component to the Common Core. Students need to have a strong identity as capable learners. Concern was expressed that this principle gets at teachers becoming facilitators and not all teachers will be comfortable with this. There will need to be a lot of professional development provided in this area.

It was discussed extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning. Discourse involves argumentation, explaining, critiquing, and using logic and evidence to support or refute a claim, which can occur in either an oral or written are the form.

Dr. Guthrie stated there is nothing taking place in Nevada more important than this discussion. Dr. Guthrie stated he wholeheartedly endorses this effort. He emphasized there is no more powerful indicator of student success than an effective teacher, and the TLC will take the State to where it needs to be in developing effective teachers.

A lunch break was granted at 11:50 A.M.

The meeting reconvened at 1:10 P.M.

The Council continued their review and discussion of the Principles.

Principle 4: Students engage in metacognitive activity.

- Indicator 1: Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- Indicator 2: Teacher structures opportunities for self-monitored learning for all students.
- Indicator 3: Teacher supports all students to take actions based on the students’ own self-monitoring processes.

Dr. Heritage stated we want active responsible learners who are reflective about their own learning, and who are able to revise their own learning strategies. It’s about learning how to learn.

Members discussed evaluators will observe a teacher’s communication of learning goals, performance criteria, and purpose in the lesson. The focus will be on students’ abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so. Students need to be clear about learning goals and performance criteria to engage in self-monitoring.

Principle 5: Assessment is integrated into instruction.

- Indicator 1: Teacher plans on-going learning opportunities based on evidence of all students’ current learning status.
- Indicator 2: Teacher aligns assessment opportunities with learning goals and performance criteria.
- Indicator 3: Teacher structures opportunities to generate evidence of all students’ learning during the lesson.
- Indicator 4: Teacher adapts actions based on evidence generated in the lesson for all students.

“Evidence” of student learning status refers to what students say, do, make, or write which indicates what they know and are able to do. There may be several different learning opportunities to account for differences in a student’s learning status. Learning goals specify what students are to learn in the lesson. Performance criteria indicate the successful accomplishment of the learning goal. A teacher should use different types of assessment strategies to account for learning differences.

It was stated that Principle 5 was agreed to during the last TLC meeting.

Review Literature and Research Review regarding recommended Indicators to be measured under each of the High Leverage Principles; discuss implications of Literature and Research Review

Dr. Heritage stated the literature review would ground the Principles and her group needed feedback from the Council.

Principle 1: In summary, prior knowledge is an essential variable in learning. Member Peterson stated cultural competence is implied and suggested expanding the rubric. She stated this document will lead to legal defensibility and we need to ensure this is as complete as possible. Also discussed was the need to have empirical studies as a way to ground the principles for different individuals.

Principle 4: Metacognition is a foundational cognitive process for effective learning in all disciplines; at its most basic, it is “thinking about thinking”. It includes the knowledge people have about themselves as learners and an awareness of factors that might impact their performance in various tasks. Metacognitive knowledge includes knowledge of factors that might impact performance, knowledge of learning strategies, knowledge about oneself as a learner, awareness and management of personal cognition, and knowledge of others. In summary, metacognition is critical in learning. Metacognition is the cognitive mechanism in which learners monitor and regulate their learning. Students can be supported to develop metacognitive skills through effective instructional strategies.

Concern was expressed about the volume of information presented and indicted it would be nice if it could be provided in shorter format. Member Peterson expressed concern there was no one-to-one correlation from the body of the research to the indicators. The definition of metacognition may need to be at the beginning instead of the end of the article.

Principle 5: Assessment has two fundamental functions. The first is to provide information on students’ current levels of achievement. Such assessments serve a summative function; they sum up what students have learned after a more or less extended sequence of teaching and learning. The second purpose of assessment is to inform what students and teachers do day-by-day to ensure students make progress toward desired outcomes. Assessment for this purpose serves a formative function and occurs when teachers engage in a continual “taking stock” of learning by paying close, first-hand attention to specific aspects of a student’s developing understanding and skills. In summary, formative assessment and a set of assessment practices that are integrated into instruction have been shown as a powerful tool in increasing student achievement. Drawing from learning theories and research from classroom practices, assessment that is integrated into instruction is a critical aspect in teaching and student learning.

Dr. Heritage stated, in general, when they revise this information they will look at the tone and consistency across the board; write for individuals engaged in education; develop an appendix so the studies included in the literature will be referenced; and put the methods section at the beginning of the document.

Relative to the additional two Principles, they are complete and will be distributed to TLC members for comments and feedback. Feedback is to be returned to Ms. Thake who will forward to Dr. Heritage.

Additionally, Dr. Heritage and her team provided a handout and reviewed ideas for the Council to consider for a website design, a wire frame for the website, and for feedback from the Council. Members discussed having a link on the Department of Education’s website to this website.

PROPOSE, REVIEW, DISCUSS, AND POSSIBLY APPROVE THE 4 HIGH LEVERAGE PRINCIPLES, AND THE INDICATORS FOR ADMINISTRATORS

Dr. Heritage stated a principal’s responsibility is to ensure a teacher is the best teacher they can be. She queried, “What is involved in a leadership role to support teachers?” “Do we have the same type of high leverage principles to support administrators?”

Members discussed the first job of leadership was to create and sustain a focus on learning. There needs to be clear commitment to monitoring learning, with a focus on all dimensions of school activities and student achievement. The TLC principle is to build teacher capacity.

Members discussed the need to create and sustain a culture of continuous improvement for students, teachers, and administrators. Leadership sets the expectations and supports self-efficacy amongst teachers as well. Also, create and sustain productive relationships and cooperation in addition to collaboration. At the end of the day, the principal still needs to make the decision. Effective leadership provides active communication, is an active listener, and creates and sustains structure. The principal needs to ensure there is an alignment between curriculum, instruction, and assessment.

A fifteen minute break was granted.
The meeting reconvened.

PROPOSE, REVIEW, AND DISCUSS THE PROFESSIONAL RESPONSIBILITIES INDICATORS AND RUBRICS UNDER THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOTPION OF THOSE RECOMMENDATIONS AND THEN POSSIBLY TAKE ACTION

Ms. Holdheide reviewed the Professional Practice rubric:

- Family engagement
 - Nevada Advisory Council for Parental Involvement

Barbara Clark, Chair of the Nevada Advisory Council for Parental Involvement, stated the Nevada Advisory Council for Parental Involvement would like to make a recommendation at the next scheduled TLC meeting on October 15, 2012.

- Commitment to school community
 - The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students, to build a professional culture that supports school and district initiatives, and to cultivate a safe, learning-centered school culture and community that maintains high expectations for all students.
 - This will have three separate indicators.
- Self-reflection and professional growth
 - The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice while pursuing aligned professional learning opportunities to support improved instructional practice across the school community.
- Professionalism
 - The teacher models and advocates for fair and equitable treatment of all students and models respect and integrity in all interactions with colleagues, students, and the community.

The rubric team needs to develop proficiency level III and build out language with TLC approval before building out all proficiency levels; to include examples of practice. It was suggested to start with the high and low end and develop a full rubric from there. It was recommended to keep moving forward and the TLC will receive recommendations from the Parental Involvement Advisory Council and make decisions based on the information received.

Chair Salazar stated as TLC moves forward, AIR will be working on rubrics, rubric information for level III for the next meeting, and then continue to receive feedback from constituents.

UPDATE ON TIMELINE, LOCATIONS, AND AGENDA FOR OCTOBER SUMMITS TO REVIEW THE NEVADA TEACHER EVALUATION FRAMEWORK WITH TEACHERS IN NEVADA

Member Fitzpatrick reviewed the October Summit and listening tours. She indicated at the request of the Communications Task Force, she spoke with Judy Osgood regarding avenues the TLC could use to support this work. The latest thinking relative to the listening tour is that the TLC has established a consensus on the five high level instructional principles, the content of the professional responsibilities, the student outcomes piece, and the technical outcome to ensure that the data is moved forward in ways to ensure reliably.

What the TLC does not have is the information regarding the professional development piece and what will happen with the evaluation results. Member Fitzpatrick suggested using the October listening tours as an opportunity to inform individuals regarding the evaluation frameworks, what will happen in this process, what will happen with the data, and how it will enrich the professional practice. There needs to be more of a focus on the professional development side.

Member Fitzpatrick suggested using recorded webinars with a focus sessions, so educators who do not want to give up their Saturdays could watch after-school functions. The purpose of the webinar is to teach the information and provide an avenue for individuals to provide feedback either via the website or face-to-face professional development.

Craig Stevens, NSEA, provide public comment and encouraged the Council to hold the door open to anyone who wanted to find out more about the evaluation process.

REVIEW, RETHINK, DISCUSS, REFINE, MAKE CHANGES TO AND POSSIBLY APPROVE A SEPTEMBER 18, 2012 VERSION OF THE SYSTEMS GUIDELINE WHITE PAPER

This item was postponed until the next meeting.

FUTURE AGENDA ITEMS

This item was not discussed.

MEETING SUMMARY

This item was postponed until the next meeting.

ADDITIONAL COUNCIL MEMBER COMMENTS

There were no additional comments from Council Members.

PUBLIC COMMENTS

Pam Hicks, Deputy Director of the Clark County School Administrators Association, expressed the administrative piece is crucial and administrators need a time to present information. There is a lack of effort in getting feedback from the administrator group.

MEETING ADJOURNMENT

Chair Salazar adjourned the meeting at 5:00 P.M.

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

MEETING MINUTES

October 15, 2012

Hyatt Place Las Vegas

4520 Paradise Road, Meeting Place 9

Las Vegas, Nevada

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair

Barbara Surritte-Barker, Vice Chair

Christine Cheney, Member

Kathleen Galland-Collins, Member

Theresa Crowley, Member

Rorie Fitzpatrick, Member

Sharla Hales, Member

Robert McCord, Member

Theo McCormick, Member

Dale Norton, Member

Mary Peterson, Member

Theodore Small, Member

DEPARTMENT STAFF PRESENT:

Laurie Thake, Administrative Assistant

Russ Keglovits, Consultant

Leslie James, Administrative Staff to the Council

Monie Byers, Parental Involvement Consultant

LEGAL COUNSEL:

Shane Chesney, Senior Deputy Attorney General

INVITED GUESTS:

Sujie Shin, Sr. Assessment Manager, Assessment and Standards Development Services at WestEd

Linda Archambault

AUDIENCE IN ATTENDANCE:

Francine Mayfield, Sierra Nevada College

Jesse Wells, Clark County School District

Pam Hicks, Deputy Administrator for CCASAPE

Eve Breier, University of Phoenix

Sue Egloff, Clark County School District

Dave Erbach, Clark County School District

Jamey Hood, Clark County School District

Devin Heintz, Clark County School District

Joy Pearson, Clark County School District

Karen Leggett, Clark County School District

Matthew Lopes, Clark County School District

Dave Brancamp, NWRPDP

Jillyn Pendelton, Clark County School District

Jeff Halsell, Clark County School District

Marle Newburn

Robert Mars, Clark County School District

Keith Walz, ECSD

Kristen McNeill, Washoe County School District

Meg Nigro, Clark County School District

Esther Kassouf, University of Phoenix

Iletha Groom, Clark County SchoolDistrict, EODD

Barbara Clark, Parental Involvement Advisory Council

Jose Delfin, Carson City School District

Lea Casey, Students First

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:36 A.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

Pam Hicks, Deputy Administrator for CCASAPE, strongly encouraged the Council to listen to the individuals who work in education and in our schools with students every day.

Jesse Wells, a principal at White Middle School in the Clark County School District, commended the Council for their work and expressed concern that there are some things implicitly included in the indicators but explicitly stated items such as classroom management is missing and professional responsibility . Mr. Wells expressed concern with the observations and timelines and being able to meet the requirements. Mr. Wells stated that there are schools that employ a lot of probationary teachers, which requires three evaluations a year for the first three years, for a total of nine evaluations; this places a large time constraint on the administrator of that school. Mr. Wells expressed concern with regards to the teacher effectiveness piece, when there are long-term substitutes in the classroom, included in the administrator evaluation framework.

Jillyn Pendelton, a principal at Clark County High School, stated that she worked on the Race to the Top application and noticed that the Council has stated that students should be taught by great teachers and led by great administrators; which she also believes. But there are challenges for at-risk and inner-city schools and requested that the Council consider some of the issues that teachers and administrators face in these schools; such as high school students who come in underachieving and suggested using assessment tools in high schools which are not limited to another test. Ms. Pendelton stated that assessment for the sake of assessment may not be the best way to go and teachers and administrators need to be incentivized to work in at-risk and inner-city schools. Ms. Pendelton commended the Council for their work and looks forward to the focus groups.

Bob Mars, a principal at Silverado High School, thanked the Council for all of their hard work. Mr. Mars expressed appreciation for including other data other than test scores in the evaluation. Mr. Mars stated that the evaluation cycle includes three evaluations; for a probationary teacher in the Clark County School District this means that there are three observations for each evaluation, three evaluations per year for a period of three years for a total of nine observations for each probationary teacher. Some schools have upwards of fifteen probationary teachers and requested that the Council reconsider how that will work for those teachers and the administrators of those schools.

Dave Erbach, a principal at a middle school in Henderson - Clark County School District, made four points: 1) it is important to make “best practice” a part of the evaluation and receive credit for performing best practices; 2) In the administrator evaluation there is too much focus on what the student is doing, not what the teacher is doing; 3) may need to further explain terminology contained in the framework as there may be an understanding issue for some teachers; and 4) find out what the best teachers do and then train others to do that.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member McCord moved for a flexible agenda, seconded by Member Cheney. The motion passed.

APPROVAL OF MINUTES FOR THE MAY 21, 2012, JULY 11, 2012, JULY 25, 2012, AND AUGUST 20, 2012 TEACHERS AND LEADERS COUNCIL MEETINGS

MOTION: Member McCord moved to approve the May 21, 2012 TLC meeting minutes with an editorial amendment, seconded by Member Collins. The motion passed unanimously.

MOTION: Member McCord moved to approve the July 11, 2012 TLC meeting minutes as submitted, seconded by Member Small. The motion passed unanimously.

MOTION: Member McCord moved to approve the July 25, 2012 TLC meeting minutes as submitted, seconded by Member Cheney. The motion passed unanimously.

MOTION: Member Norton moved to approve the August 20, 2012 TLC meeting minutes as submitted, seconded by Member Collins. The motion passed unanimously.

Chair Salazar pointed out that the Council Members did receive a copy of the above referenced minutes prior to today’s meeting to review prior to approval.

REVIEW AND APPROVE UPDATED SYSTEMS GUIDELINES WHITE PAPER; INCLUDING CLARIFYING ANY QUESTIONS RAISED BY THE MEMBERS, AND IF NECESSARY, ADOPT ANY RECOMMENDATIONS FOR THE TLC TO CONSIDER IN REGARD TO CHANGES

Member Fitzpatrick noted that there will be no action on this item, only a review of the changes to the White Paper and then in Item 13 the Council can take action on the changes.

Ms. Fitzpatrick stated that the White Paper sets forth preliminary recommendations established by the TLC and it is the goal and charge of the Council to develop and establish teacher and administrator evaluation frameworks. Enhancing educator evaluation presents Nevada with an unprecedented opportunity for systemic reform that can initiate the process of repositioning Nevada at the top of education. Educator evaluation can serve as the foundation to increasing educator effectiveness, retention, and equitable distribution of effective teachers and administrators.

Ms. Fitzpatrick reviewed the amendments to the White Paper for Council review. Ms. Fitzpatrick stated that included is a draft of the administrator evaluation framework and the Council will be discussing the high leverage leadership principles for administrators in correlation with the teacher evaluation framework.

Ms. Fitzpatrick updated that the Nevada Department of Education assembled the Technical advisory Team (TAT) who will be discussing and making recommendations to the Council. Russ Keglovits and Sujie Shin will be facilitating the TAT and at their last meeting worked through Appendix B – the draft work schedule and work scope; the last four pages are now incorporated into the White Paper.

Member McCord expressed that the Council needs to be responsive to public input and the concerns regarding observation timelines and classroom management; and recommended that the Council revisit this area. Member McCord suggested that the Council may want to add a diverse learners piece, as there can be challenging students and there needs to be an incremental rate implemented and appreciates some of the challenges that are faced by teachers and administrators.

It was discussed that the Council has previously discussed this and expressed the same concerns and decided that the framework needs to set a minimum number of evaluations and anything above that would be at the discretion of the school district.

Member Small stated that historically evaluations have not been used to improve practice and the intent is to change that tool and its implementation for teachers and administrators. Member Small suggested that administrators who have “highly effective” teachers maybe only have to perform the evaluation once a year or maybe every other year. Member Small stated that teachers and administrators need to think about their practice and set goals.

Member Collins expressed concern regarding a teacher who has a bad day. There needs to be time in between observations to put new practices into place. Part of the thinking is to ensure this evaluation is meaningful, without making it over burdening to others. This may require extra time and work but we want teachers to receive good feedback in order to make changes that will positively affect student outcomes.

The Council discussed to hold both pre- and post-observation conferences, unannounced observations should be part of the cycle, and that the evaluation comments should be explicit.

Vice Chair Barker expressed concern regarding the public comments expressed this morning and that the roll of the administrator evaluation framework may be different from previous evaluation and there needs to be a balance between the probationary teachers, long-term substitute teachers, and balancing the needs of all of the other staff members.

Member Crowley questioned how to adjust the data for students who are taught by a long-term substitute teacher all year and how that information correlates to the teacher evaluation. Member Norton echoed those comments for the administrator of that same school, as some small rural schools lose individuals and there is no one to come into the classroom and take over, except for the substitute teacher. It was discussed that the Council needs to think about contingency plans in this area.

Chair Salazar reiterated that an evaluation will never be based on a single year’s data and there will be stabilization of using data over time. There will be challenges that can be dealt with over time and the Council needs to decide what that model looks like and to use the data.

Member Small questioned if there can be flexibility for new administrators. We have discussed to differentiate for teachers who are new to teaching, but we haven’t discussed this for administrators who are new to being an administrator.

Ms. Fitzpatrick announced that Member Kimberly Tate has resigned from the Council.

UPDATE ON TIMELINE, LOCATIONS, AND AGENDA FOR OCTOBER SUMMITS TO REVIEW THE NV TEACHER AND ADMINISTRATOR EVALUATION FRAMEWORKS WITH TEACHERS AND ADMINISTRATORS IN NEVADA

Leslie James stated that the main objective of the Summits is to listen and obtain feedback/concerns of administrators and teachers. The Summits have been scheduled by region and some of the questions have already been asked and will be addressed in future communications. At these Summits, educators will be provided with the history of the evaluation process and a draft of the new evaluation framework system. Some of the questions centered on the five high leverage principles, logistics, gap analysis, etc. Ms. James stated that one summit has been held at the Washoe County Teacher Association, with another scheduled at Wooster High School next week, one scheduled in Clark County for October 30th and one in eastern Nevada – which is not yet scheduled.

Linda Archambault will be hosting the administrator summits scheduled as follows:

- October 24 at Bonanza High School;
- October 25 in Nye County;
- October 29 in Washoe County; and
- October 30 in Elko.

Ms. Archambault stated that each District Superintendent has been asked to ensure representation from each school, as most administrators are not aware of either evaluation framework. Ms. Archambault stated that she will report back to the Council at the November 2nd meeting regarding the feedback and concerns expressed at the Summits.

It was discussed that the main focus of these Summits is to receive feedback from teachers and administrators in an effort to move forward for a successful evaluation process.

Within a discussion, Member Fitzpatrick reported that the Department is working on developing a list of the required reports to the Legislature to include who is to author the report and the due date for the reports.

UPDATE FROM THE ADVISORY COUNCIL ON PARENTAL INVOLVEMENT IN REGARD TO THE DEVELOPMENT AND MEASUREMENT OF THE FAMILY ENGAGEMENT INDICATOR WITHIN THE PROFESSIONAL RESPONSIBILITIES RUBRIC

Barbara Clark, Chair of the Parental Involvement Advisory Council, made a powerpoint presentation and stated that the research shows there are positive effects on students when there is family engagement; family engagement is a partnership and shared responsibility towards student success. Ms. Clark stated that she and Ms. Byers attended a meeting of the national working group on family engagement in which they reviewed Nevada's model and Nevada is on the cusp of becoming a national model. Ms. Clark stated that research has been ongoing for 30 plus years on standards for family engagement and parental involvement linked to the success of children. The research shows that all six factors are required for effective family engagement. In 2001, the Nevada Legislature adopted AB 201 which mandated parental involvement policies. AB 224 mandated that licensed teachers must complete three (3) hours of coursework on family engagement.

Monie Byers recommended that the rubric and indicators correlate with the six standards for family engagement which are nationally established. The Standards define family engagement, alignment equals effectiveness, with the goal to be a data driven state.

Ms. Clark offered that within professional responsibility there is a link of family engagement to student achievement and in making parents partners. The indicators are based on the six standards. There is a need to value and recognize family engagement as indicators within their own groups and provide parents with the tools for a partnership. The family engagement component is the missing piece to student achievement.

A break was granted at 10:36 A.M.

The meeting reconvened at 11:00 A.M.

The Council reviewed and discussed the recommended six standards from the Parental Involvement Advisory Council:

1. Welcoming all families into the school community. The teacher values, respects, and welcomes families and sees them as assets in supporting student learning. The teacher demonstrates a positive educational environment and treats families in respectful and culturally sensitive ways and welcomes their active engagement in the classroom because he or she believes that all families want the best for their student and that family engagement will help students reach their achievement goals, regardless of parents' socioeconomic background or education level. The teachers' interactions are supportive, courteous, and respectful with students, families, staff, community members, and other professionals.
2. Communicating effectively. Written and spoken interactions between families and the teacher are respectful and pleasant. Starting in the beginning of the year, families receive positive, consistent information and affirmation from teachers on the importance of their engagement. Families receive regular, personal invitations to visit the classroom and engage in their student's education. There is a system for regular two-way meaningful home/classroom communication in place. The teacher communicates with families in a manner and format that is accessible and easy to understand for all literacy levels. Information for families is provided in a variety of formats, including phone calls, e-mails, written and translated web blasts, and home visits or meetings in community forums. The teacher considers the language needs of families.
3. Supporting student success. The teacher uses data to show families how their student's are doing. Families can access weekly, personalized student performance and/or assessment data and can use the information to describe how their child is doing related to the student's individual goals and to the class average for that grade-level. The teacher helps families support student learning at home by providing opportunities for families to strengthen their knowledge and skills to do so effectively. Families receive information and specific strategies and ideas, throughout the school year, on how they can support learning at home and create an environment conducive to learning. This information is individualized to their student's specific needs and provides actionable details about what their student needs to do to make progress toward his or her academic goals.
4. Speaking up for every child. Teachers help families ask the right questions about their student's progress and placement. Teachers work with families to access and take advantage of resources, programs and learning opportunities that support their student's success and help families to advocate for their student. Teachers identify student's who would benefit from alternative courses and programs such as GT, AP, IEPs, multi-tiered systems of support, parent portal systems, etc., and provide assistance and help and empower families to navigate these systems. Teachers empower and encourage families' advocacy for their students to resolve problems/conflicts in the classroom or in the school.
5. Sharing power. The teacher collaborates with the families to establish an equal voice in all decisions that affect their student. Teacher identifies ways in which he/she can inform, include and consult families in decisions that affect their student. Encourage families to become active participants in the school or district to attend decision-making meetings such as parent organizations, school improvement, etc. Identify and connect families from different cultural backgrounds that represent the overall school populations, to be part of parent leadership council/group at the school.
6. Collaborating with community. Teachers inform and connect families and students to opportunities and services in the school, district and community; make referrals to programs and plan activities that provide expanded learning opportunities. The teacher makes sure community partnership activities strengthen families and link to student learning. Invite community members and organizations into

the classroom to share experiences, expertise, and services. Families are invited to these activities to allow access to valuable information.

MOTION: Following discussion, Member Peterson moved to modify the professional obligations with attention paid to speaking up for every child included in the language for the rubric in family engagement, seconded by Member Collins. The motion passed unanimously.

Ms. Holdheide moved the discussion to the support of student success and the supporting of student success and sharing the power. This will be further discussed in the performance levels.

Ms. Holdheide discussed with regards to welcoming families into the school community; that a teacher needs to know something about the student in order to be able to educate effectively.

It was discussed whether the standard “communicating effectively” needs to be a standalone principle and whether the manner and format is accessible and understandable.

It was discussed with regard to “collaborating with community”, how to engage families and whether there is an outreach for problems with how our system is set up as a whole.

It was discussed that the only part that a teacher has control over is the effort they put forth and the lack of control over parental engagement . There is cultural sensitivity.

These will be further discussed later in the agenda with Ms. Heritage.

PROPOSE, REVIEW, AND DISCUSS THE PERFORMANCE LEVELS TO BE DETERMINED BY EACH INDICATOR UNDER EACH OF THE HIGH LEVERAGE PRINCIPLES WITHIN THE INSTRUCTIONAL PRACTICE DOMAIN OF THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE PERFORMANCE LEVELS AND THEN POSSIBLY TAKE ACTION.

Ms. Heritage stated that they completed the literature review for all of the five principles. Ms. Heritage stated that they will hand out the literature review for Council Members to take home, review and provide feedback within the next week. Ms. Heritage stated that they continue to work on the final appendix and including key studies.

The principles handout was distributed and it was stated that the performance levels and indicators will be ready for review at the November 2, 2012 meeting.

Ms. Heritage reviewed the performance levels on a scale of 1 to 4- with 4 being the highest. 1 is “not evident”; 2 is “the sum evidence of practice with a long way to go”; 3 is “good enough”; and 4 is “wow – the gold standard”.

Ms. Heritage reviewed Principle 1 – New Learning Connected to Prior Learning with indicators and performance levels, along with mandatory evidence that has been updated from the performance levels.

Principle 4 – Students Increasing Metacognitive Activity to increase understanding of and responsibility for their own learning. There are three indicators and four levels. Level 1 is that all students cannot explain the learning goal; Level 2 is most students can vaguely explain the learning goal; Level 3 most students can generally explain and most students can fully explain two of the three learning goals; and Level 4 is that all students in the class can fully explain the learning goals.

It was discussed that Level 4 is intentionally set high and this is considered the “gold” standard and is the goal that all teachers should be working toward.

Member Small stated that we want Level 4 to be attainable, but also realistic as well.

Ms. Heritage stated that in order to have reliability in this, evaluators need to be trained. The Council may want to define “*all*” and as what is said is not always understood.

Upon questioning, Ms. Heritage stated that most of the teachers she knows will be at Level 2.

Member McCord stated that the distance between Level 2 and 3 is huge and the distances between the levels is not consistent. Ms. Heritage responded that if most of the teachers get to Level 3 that would be a good teaching force. “Highly effective” teachers will be an elite group of teachers with teachers and leaders moving from teacher-centered instruction to student-centered instruction.

Member Cheney expressed concern about unintended consequences of mentally developmentally disabled students, especially moderate to severe, not being welcomed into classrooms. We need to ensure we are not going to exclude these students. Ms. James responded that maybe this is where the IEP comes in.

A lunch break was granted at 12:01 P.M.

The meeting reconvened at 12:47 P.M.

The Council continued their review and discussion of the Indicators for Principal 4.

Indicator 2: Level 1 is all students engage in no or almost no reflection of their learning status; Level 2 is that most students do not engage in adequate reflection of their learning status; Level 3 is that most students adequately engage in reflection of their learning status; and Level 4 is all student actively engage in reflection on their learning status. The focus is on the goal of learning and students can learn the new routines and structures.

Member Peterson expressed concern with the terms: “frequently”, “adequate” and “sufficient” and inquired as to whether these terms can be defined through professional development; as the terms can be very subjective.

It was discussed that in building the profession, Principle 4 is something to strive for and a way to improve the profession but it is also about the culture in the school.

Member McCord asked if there could be a third party in making a judgment call; an objective evaluation may be a good idea. Ms. Heritage felt this is a good idea and suggested a peer and is sure that every school has one or two people that everyone trusts.

Ms. Shin stated that with regards to performance levels for teachers, there needs to be a lot of communication going into resetting expectations and what it means to be a good, strong teacher. An individual who obtains a Level 3 indicates that they are a very good and strong teacher in the classroom. It was discussed that at the end of the day, there will be very few teachers who obtain a Level 4; there needs to be a trust in the system that they will be supported.

Ms. Shin stated that in the roll out of this evaluation system there will be a learning process and the way that the system is rolled out will affect the buy in with teachers. Ms. Heritage stated that this also applies to administrators on how they are helping their teachers in this process.

Indicator 3: Level 1 is all students take no or almost no actions; Level 2 is most students actions are infrequently based on their own assessment; Level 3 is most students frequently take actions based largely on their own assessment; and Level 4 is all students routinely take actions based on their own assessment of their learning status. Ms. Heritage stated that you want to see students thinking for themselves and advance learning with independent thinking and with a teacher’s support. We need to engage children at the youngest levels.

Member Peterson stated that when we pilot this system and if we do correlation studies, you would want to see a strong correlation between growth and proficiencies.

Principle 5 – Indicator 1: Level 1 is that the teacher does not, or rarely, plans ongoing learning opportunities; Level 2 is that a teacher sometimes plans ongoing learning opportunities; Level 3 is that a teacher frequently plans ongoing learning opportunities; and Level 4 is that the teacher fully aligns assessment opportunities with clearly specified goals.

Indicator 2: Level 1 the teacher does not align assessment opportunities with any learning goals; Level 2 is the teacher inadequately aligns assessment opportunities with specified learning goals; Level 3 is the teacher adequately aligns assessment opportunities; and Level 4 is that the teacher fully aligns assessment opportunities with clearly specified goals.

Indicator 3: Level 1 is the teacher structures no, or almost no, opportunities to generate evidence; Level 2 is the teacher structures limited opportunities to generate evidence of any student learning; Level 3 is teacher structures adequate opportunities to generate evidence; and Level 4 is teacher structures multiple and varied opportunities to generate evidence of all student’s learning.

It was discussed that multiple and varied information is important and that there is more than one source of information; ALL is important here, as well. Member Cheney questioned where a student teacher falls in this continuum? Ms. Heritage stated that many states are indicating that new incoming teachers are not sufficiently trained.

Indicator 4: Level 1 is that the teacher continues with the planned lesson regardless of any evidence; Level 2 is the teacher inadequately adapts her/his actions for most students; Level 3 is the teacher adequately adapts her/his actions for most students in response to evidence; and Level 4 is the teacher competently adapts her/his actions for all students in response to evidence. This provides the teacher a license for flexibility. It was discussed that it is a good thing to show students that mistakes can be made and evaluated and reworked and then re-evaluated. This is an effort to go for a reflective practitioner.

Member Fitzpatrick recommended that the TLC recommend that the State Board of Education direct the Department of Education to develop a guidance document to support implementation of the system.

ACTION: Chair Salazar requested Ms. Heritage to provide additional guidance regarding the professional responsibilities piece and family engagement and maybe remove communications, as there are some areas where these overlap in an effort to build out the rubrics. Ms. Heritage stated that she would like to be able to think about this and report back to the Council at a future meeting.

PROPOSE, REVIEW, AND DISCUSS THE INDICATORS TO BE MEASURED WITHIN THE PROFESSIONAL RESPONSIBILITIES DOMAIN OF THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO THE FINALIZING THE ADOPTION OF THOSE INDICATORS AND THEN POSSIBLE TAKE ACTION

Chair Salazar stated that this item has been covered in Items 6 and 7 and will be further discussed at the next meeting.

PROPOSE, REVIEW, AND DISCUSS THE HIGH LEVERAGE LEADERSHIP PRINCIPLES TO BE MEASURED WITHIN THE NEVADA ADMINISTRATOR EVALUATION FRAMEORK TO ORIENT THE TLC AS TO HOW THESE MAP TO ISLLC, NBPTS AND NEW LEADERS/NEW SCHOOLS CURRENT ADMINISTRATOR STANDARDS AND POSSIBLE NEXT STEPS. POSSIBLY TAKE ACTION TO ADOPT THESE PRINCIPLES

Ms. Heritage reviewed the Crosswalk of High Leverage Instructional Leadership Principles and Nationally Recognized Standards handout. The foundation for the development of this crosswalk is this is what we expect teachers to do; and thus administrators need to do “this” to support teachers. Literature has an effect on leadership and we want it to be clear and to the point and based on instructional practice.

The TLC reviewed and discussed the four principles:

1. Create and sustain a focus on learning.
 - a. Focus for all students who walk in the door that they will learn, including families.
2. Create and sustain a culture of continuous improvement
 - a. If you are a 2, there should be an expectation to get assistance to become better.
 - b. If you are a 4, then you need to be a 4+ and sustain a culture of continuous improvement.
3. Create and sustain productive relationships
 - a. Take advice and input from others and create and sustain productive relationships with parents, business leaders, etc. in the service of the learning of the students of that school.
4. Create and sustain structures
 - a. Enable the community to be a part of the school and enable resources to be managed effectively.

Linda Archambault stated that she felt that the four principles are critical and they will be key in the indicators and measures.

Keith Walz stated that he would like to see what the indicators are and how they will be measured.

MOTION: Member Crowley moved to adopt the four principles in an effort to move on to develop indicators with the four high leverage principles, seconded by Vice Chair Barker. The motion passed unanimously.

Ms. Heritage requested that the Council review the Literature Review and provide feedback, through Ms. Thake, by next Monday.

A break was granted at 2:40 P.M.

The meeting reconvened at 3:02 P.M.

UPDATE ON THE WORK OF THE AD HOC GROUPS REGARDING WHAT IS INFLUENCING DECISIONS TO MAKE RECOMMENDATIONS TO THE TLC AT THE NOVEMBER 14TH MEETING TO IDENTIFY INCLUSION AND EXCLUSION CRITERIA FOR THE THREE GROUPS IDENTIFIED (GROUP 1: TEACHERS IN STATE TESTED GRADES AND SUBJECTS, GROUP 2: TEACHERS IN NON-STATE TESTED GRADES AND SUBJECTS, AND GROUP 3: SPECIALIST PERSONNEL), DETERMINATION OF APPROPRIATE STUDENT ACHIEVEMENT INDICATORS, AND DISTRIBUTION OF EVALUATION CATEGORY WEIGHTINGS

Mr. Keglovits reviewed that at the August 20th TLC meeting the Nevada Department of Education was requested to develop an Ad Hoc Group to look at recommendations for and requirements of the teacher groups. Mr. Keglovits stated that there are three groups made up of individuals from around the state. The Ad Hoc group reviewed the framework, presented by Ms. Shin, component by component. The Ad Hoc group advised that status needs to remain in student outcomes. The Group expressed concern regarding growth. The Group discussed gap measures and felt that gaps will be a school wide measure and attributed to all teachers across the board. There will be challenges in some schools and grades, but there needs to be a school-wide measure.

The Group discussed the membership of Group 1 for grades 4-8 with ELA and mathematics as the subjects with 20 or more students taught and the CRT data would have to be currently available. For Group 2 would be for grades K-3 and 9-12 in all other subjects, not ELA or math, the number of students taught and the assessments to be used has yet to be determined as time progresses and an assessment is developed.

Member Small stated that specialist personnel meet with classroom teachers, and he feels that all teachers should be proficient with what their standards are in their area of licensure. Member Small stated that teachers should be thinking about what the standards are that are commonly assessed and how they incorporate that into their lessons; how the content they teach is tied into what the state assesses.

Ms. Shin asked the Council what flexibility they want to put into the weighting and what defines mathematics or ELA subjects not just ELA teachers will be responsible for ELA scores. Ms. Shin continued the discussion regarding smaller classes and the use of aggregate data for an evaluation score and if a teacher has taught less than two years, they will receive a score, but there will be no human capital decisions made on the score. Ms. Shin also asked the Council to consider what constitutes a “new” teacher and how long they maintain that status.

The Council held discussion regarding what grouping of teachers are included and/or excluded and does it revolve around new or experienced teachers.

Kristen McNeil stated that this has been a great discussion and asked the Council to remember the importance of the other side of the equation as well and how does that look on the qualitative side of the data. If we don’t look at school-wide data, then the other 50% is actually 100% on the qualitative side.

Ms. Holdheide stated that the Ad Hoc Group for Group 3 just recently met. Ms. James did an excellent job in the membership of this Group. This Group is reviewing the statutory requirements around Group 3 – “specialist personnel”, “other personnel” and the statutory requirement for “teachers”. It was stated that the definition of “teacher” is “a licensed employee who spends a majority of their working time rendering direct educational services”. This group will report at the next meeting.

The Council held a discussion with regard to who to include and exclude in Group 3 and how those specific groups of teachers spend their time with students. The following concerns were expressed:

- Who licenses these individuals?
- Do they spend a majority of their time rendering educational services?
- It could be very difficult to determine special support personnel, district by district.
- May need to be statutory language revision.
- How do the high leverage principles apply to Group 3?

- Do professional responsibilities apply?

Jose Delfin stated that a change in the definition may need to be a statutory language changed.

It was recommended for Group 3 that they not be included in the teacher evaluation framework in its current form and suggested that a different framework be built with a different slant.

Chair Salazar stated that the Council needs to make a decision regarding the following:

- Where does the TLC stand on the definition of “teacher”?
- Where do the high leverage principles fit in this?
- Are these roles treated differently from district to district?

Senior Deputy Attorney General questioned if there is another definition of teacher within NRS 385.3468(k)(3)(I) and (II). A teacher who spends 50% of the work year providing instruction, discipline, or support staff, without limitation to librarians.

The Council then discussed what does “instruction” mean?

Member Crowley stated that there needs to be a clear relevant definition for the evaluation process and the TLC needs to be clear about who we are talking about, otherwise every district will be having the same conversation over and over.

Chair Salazar stated that this issue will be discussed at the next meeting.

PROPOSE, REVIEW AND DISCUSS THE POTENTIAL METHODOLOGIES FOR DETERMINING SUMMATIVE RATINGS FOR THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE RECOMMENDATIONS AND THEN POSSIBLY TAKE ACTION

Chair Salazar stated that this item is tabled until the next meeting.

REVIEW, RETHINK, DISCUSS, REFINE, MAKE CHANGES TO AND POSSIBLY APPROVE AN OCTOBER 15, 2012 VERSION OF THE SYSTEMS GUIDELINES WHITE PAPER

Chair Salazar noted the discussed items and this item will be tabled and discussed at the next meeting. Chair Salazar requested Council Members to send any notes they would like to be included to Ms. Thake and those notes will be discussed at the next meeting.

Chair Salazar stated that a draft of the White Paper will be mailed to Council Members with the changes tracked.

FUTURE AGENDA ITEMS

Chair Salazar stated that Dr. Stanley Rabinowitz from WestEd will be at the next TLC meeting to discuss weighting and the agendas. Chair Salazar stated that a discussion regarding professional development will also be on the agenda.

Chair Salazar stated that the homework for Council Members is to review the Literature Review and provide feedback and reference the section by Monday to Ms. Thake. Chair Salazar also requested that Council Members review a segment of Ed Council and read the ten pages in preparation of Stanley’s presentation.

MEETING SUMMARY

Chair Salazar tabled this item.

COUNCIL MEMBER COMMENTS

There were no additional Council Member comments.

PUBLIC COMMENTS

Pam Hicks, Deputy Director of the School Administrators Association, stated that in regards to the White Paper that professional development needed is going to be different from what people think of as professional development. Ms. Hicks also stated that it should be elaborated on how much professional development is going to be needed.

Jose Delfin stated that in reference to Group 3, most school districts already have a separate evaluation for different educators and it depends on what district you are coming from. Mr. Delfin suggested that the Council may want to discuss differentiated learning and staffing as well. Mr. Delfin stated that we are all empowered to learn and as we review this model, the Council might want to think about a teacher's behavior in an educational setting other than in a classroom.

MEETING ADJOURNMENT

Chair Salazar adjourned the meeting at 4:24 P.M.

**NEVADA TEACHERS AND LEADERS COUNCIL MEETING
November 2, 2012**

**Hyatt Place Las Vegas
4520 Paradise Road
Las Vegas, NV 89169**

MINUTES OF THE REGULAR MEETING

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
Barbara Surritte-Barker, Vice Chair
Kathleen Galland-Collins, Member
Rorie Fitzpatrick, Member
Sharla Hales, Member
Robert McCord, Member
Dale Norton, Member
Mary Peterson, Member
Theo Small, Member

COUNCIL MEMBER EXCUSED:

Christine Cheney, Member
Theresa Crowley, Member
Theo McCormick, Member

DEPARTMENT STAFF PRESENT:

Leslie James	Title IIA Education Programs Professional
Russ Keglovits	Assessment, Program Accountability, and Curriculum
Laurie Thake	Administrative Assistant
Richard Vineyard	Assistant Director; Assessment, Program Accountability, and Curriculum

LEGAL COUNSEL:

Robert Whitney	Deputy Attorney General
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INVITED GUESTS:

Dr. Linda Archambault	National Principal of the Year; Former TLC Member
Dr. Stanley Rabinowitz	Senior Program Director, WestEd
Lynn Holdheide	Consultant, American Institutes for Research
Dr. Margaret Heritage	Senior Researcher for CRESST
Barbara Jones	Researcher for CRESST

AUDIENCE IN ATTENDANCE:

Dave Erbach	CCSD – Mannion Middle School
Pam Hicks	CCASAPE
Kristen McNeill	WCSD
Robert Mars	CCSD – Silverado High School
Jamey Hood	CCSD – Garrett Junior High School
Jesse Welsh	CCSD – Thurman White
Jeff Hybarger	CCSD – Goynes Elementary School
Jill Pendelton	CCSD – Clark High School
Mark Newburn	Vizics
Nicole Rourke	CCSD
Jose Delfin	Carson City School District
Francine Mayfield	SNC

Call to Order; Roll Call; Pledge of Allegiance.

Chair Salazar called the meeting to order at 8:40 A.M., with attendance reflected above. It was determined a quorum was present.

Chair Salazar led the pledge of allegiance.

Public Comment.

Chair Salazar requested public comment and the following comments were provided:

Dave Erbach: Middle school principal in Henderson. Practices are important and we have some issues with the vagueness of the language in parts of the framework. Indicators on Teachers and Administrators side; the language is very important and should be clear to the everyday practitioner. How does the Common Core relate to Group 1 and Group 2 teachers? There may need to be a group between the two. Reading and writing standards are supposed to be happening explicitly. How responsible are science and social studies for the improvement of reading and writing scores? These are all issues which need to be clearly expressed.

Jill Pendleton: Principal at Clark High School. Concerns about the evaluation of Group 2; if half (50%) of the evaluation is based on the aggregate school data, how do you differentiate between highly effective and effective? Also, those teachers and administrators who are committed to working at high needs schools are special people. It is important to acknowledge they may not meet benchmarks, but they are doing very important work.

Bob Mars: Principal at Silverado High School. It is important everyone realize the final product will not be perfect. There were 84 participants in the Las Vegas focus group. Given the reliability of surveys, you want to have 30% of your target population participating. If part of the feedback will be from parent evaluation surveys, the TLC may want to consider having a minimum participation requirement so the results are not skewed. They need to have statistical validity. Focus group participants also had questions relative to the language around scheduled versus non-scheduled classroom visits, how are the two defined and distinguished.

Jamey Hood: Boulder City. Our school has strong parent involvement, between 80-90% at every function and event; however, survey participation is only about 10-20%. We get about the same participation from students as well. We have concerns about the cost of the Tripod program given these participation numbers. My career with junior high students and teachers at that level are swamped, so we need to look at every subject area as equally as we can. We may need to review the timeline of evaluations to better correlate with timeline of the data release.

Jeff Hybarger: Principal at Goynes Elementary School. Mr. Hybarger discussed research around teacher evaluations. He expressed concern relative to the lack of ideas or research data for elementary schools. He discussed an article which reviewed the similarities in teacher evaluation. There is a fascinating look at the definition of leadership, as it has not been standardized, and the indirect effects of achievement. Growth models are also discussed, in particular the importance of taking into account contextual factors around student growth. States and districts should avoid an overreliance on standardized testing and use multiple measures. He expressed concern about the observation piece in relation to the number of times an administrator can observe a teacher. It is important the schedule remain as flexible as possible.

Jesse Welsh: Principal at Thurman White Middle School. He expressed a need to add his support to the discussion around language regarding scheduled and unscheduled observations. He discussed the need for classroom management in the evaluation system and said the districts are looking at maximizing classroom instruction at this time. There is a challenge around teacher incentives to share best practices. There needs to be some balance for those doing well.

Pam Hicks – Concerns relative to the tight timeline you are facing. I hope as you move forward you let building level people have a voice.

Approval of flexible agenda.

Member McCord motioned for a flexible agenda. Member Small seconded. The motion carried without objection.

Approval of Minutes for the September 18, 2012 Teachers and Leaders Council Meeting.

Chair Salazar tabled the minutes and moved the item to the November 14, 2012 agenda.

Report out on stakeholder engagement opportunities held across Nevada during fall 2012.

Leslie James led a discussion relative to the teacher listening tour.

Major concerns which surfaced during the discussions were:

- Training of evaluators and trust of administrator evaluators. Questions and concerns about peer evaluators; some teachers like this and others do not. Of particular concern to Clark County School District teachers.
- Questions about validity and inter-rater reliability and fail safes for “proving effectiveness to another’s satisfaction”
- Questions about “all students” and “fully” in the indicators of the 5 instructional strategies. Is doing this for *all* students realistic? Special education teachers for example may not be able to be “highly effective” with all students.
- Fair vs. Stacked class building. There are some interesting trust and culture issues out there.
- Questions about district accountability in this evaluation system
- Issues around growth: Individual student growth such as with absenteeism; “Equity” re: assessing growth – between tested/non-tested grades and subjects; between groups of students who are more challenging than others; and between schools that have more challenging students/parents than others.
- Angst was expressed as to how all the pieces will fit together for the differentiated ratings, how and when the pilots would occur, and if teachers would be given notice of pilots.

Questions received will make an excellent “Frequently Asked Questions” (FAQ) page. Such an FAQ will assist the TLC in making sure everyone gets access to all of the information. Teachers are encouraged to speak up so they get the training they need. The overall theme: remind people of the evaluation problems we are trying to correct and give them the vision for the solution so teachers get the support they need.

Members discussed teacher concerns around the 50% student outcomes piece and the importance of guidance and support when the system is rolled out. Member Small stated their presentation was a lively hour and a half which could have gone on another hour and half. Currently there is a large divide between classroom teachers and specialists. This showed the group there may be some culture issues in Clark that may not exist in other counties, so a little more work setting that cultural and relational tone may be necessary.

Members discussed the need to have more informational sessions moving forward, especially in Clark County. The current feedback does not show teachers are excited about the changes which will improve the outcome for students; feedback comments are more focused on how the adults are impacted. Perhaps have more emphasis on what AB 222 requires. It was emphasized the system will only be as effective as the follow through on the evaluations. Ultimately, the teachers biggest fear is nothing will really change.

Dr. Linda Archambault led a discussion relative to the administrators listening tour. Administrators reviewed the *White Paper* and provided feedback on many issues and questions for the TLC, some of which may be useful for a FAQ page. Administrators expressed concern about the ability to give adequate feedback and were concerned about the opportunity to provide feedback prior to the final presentation to the Board. They suggested changes to the *White Paper* be given to the superintendents, with changes made in color, so feedback could be given more quickly. They suggested the TLC recommend to the Board a slower process; with a pilot in 2014-15 and a full roll out in 2015-16.

Administrators expressed concern over how the evaluation system could be consistently enforced. Would there be some type of entity at the state level that will monitor implementation to ensure everyone is meeting standards? There was concern over funding for the professional development which will be required in the new evaluation system. There was concern over creating competition in the schools whereby “highly effective” teachers do not want to share their strategies with other teachers. They also expressed concern over the possibility of running good

teachers out of “at need” schools and away from teaching English language learners and students with special needs. They suggested piloting the system in at least one rural county. It is important for all teachers to be working for a common goal - the improvement of students. Administrators also expressed general concern over the current lack of an administrator on the TLC.

Member Fitzpatrick stated the current lack of an administrator on the TLC reinforces the importance of administrator input which was included in the work that was done over the summer with the Joint Task Forces, which were well populated by actively involved administrators from all of the districts - urban, suburban and rural.

Member McCord concurred with comments made by the administrators relative to the *White Paper*. I am uncomfortable with the mandatory tone on page 12 relative to the observations sequence. There are issues with at risk schools; how do you handicap at risk schools in this framework? A validation study could address or suggest how to think through these issues.

Member Fitzpatrick agreed with Member McCord, stating when I think back to what we intended relative to classroom observations, the language which resulted may have unintentionally resulted in the view an administrators cannot go into a classroom more often. We need to make sure there is a minimum threshold, but we do not want the requirement so rigid and intense that multiple observations cannot be done.

Member Small added teachers and administrators are looking through their current lenses. We are trying to change the lens teachers and administrators are looking through. The current practice is so flawed that if an administrator walks into a teacher’s room, the teacher freaks out. They do not view the process as someone coming in as a colleague to assist them and to help improve their practice. We do not want to change this to something which looks like the current practice since we are trying to get away from that.

Member Hales added the system will need to withstand a legal challenge. The TLC needs to be careful about what is suggested and what is non-negotiable. We do not want to set ourselves up for failure. Perhaps a handful of individuals should take care of the language changes to the *White Paper*, as opposed to the whole group. The document needs to be more carefully wordsmithed.

Motion:

Member Fitzpatrick motioned for a task force to be designed by the Chair to look at the changes to page 11 and 12 language in the *White Paper* relative to the teacher evaluation cycle in time to report back to the TLC during the November 14, 2012 meeting. Vice Chair Barker seconded. The motion carried without objection.

Break 10:30 – 10:41am

Propose, review, and discuss the potential final weightings for indicators in the *Nevada Teacher Evaluation Framework* and associated methodologies (i.e., measures) for determining final scores for teachers in each of the three “Teacher Groups” previously discussed by the TLC. Discuss next steps relative to finalizing the adoption of such recommendations and then possibly take action.

Dr. Rabinowitz led the discussion around the weighting of the Teacher Evaluation Framework. He emphasized the first time through the topics will be just discussion. We are thinking at a high level about process and the drivers behind the system. When the discussion is complete, we will stop for lunch to have the opportunity to think over the decisions to be made. To preserve the coherence of the model, no decisions will be made until you understand all of the decisions necessary.

Dr. Rabinowitz and members discussed the following topics related to the Teacher Evaluation Framework:

1. Calculating a final score:
 - a. Weighting within and across domains and indicators (and over time)
 - b. Computing a final score

Decision drivers:

1. Statute and regulation
2. Values
3. Research
4. Cost and resources
5. Fairness; both real and perceived
6. Technical considerations (e.g. reliability, validity, bias, consequences)
7. Practices in other states
8. Coherence with other NV programs (e.g. Nevada education performance system)
9. 1, 3, 5, 10 ; what is currently possible and defensible versus the fully desired system (indicators, supports, stakes)
10. Value versus Burden

Dr. Rabinowitz stated all the decisions you make this afternoon will play against these drivers and it can be very difficult to keep all 10 drivers in balance. The system may tilt out of balance in the beginning as you work toward a better system. Member Small questioned where communication and professional development fit in. Dr. Rabinowitz stated they come under the category of fairness. Resources and supports are embedded under all drivers.

The types of things to be decided were outlined as:

Student Outcomes 50%: Mandated by AB 222

How do you then split the other 50%:

Instructional Practice ____%

Professional Responsibilities ____%

- Instructional practice should be larger than professional responsibility: this has been decided. Today will put numbers on the left hand side.
 - o Should each of the principles in each domain be weighted equally?
 - o Should the system be compensatory or conjunctive?
- How do you combine them?
 - o Combination of weights or weighted after total.

- Come up with today, what is a 1, 2, 3, 4 and how they coincide with the statutory labels.
 - What is the distribution likely to be?
 - You can decide what an acceptable distribution is today and then what is an acceptable distribution a few years from now.
- Lastly, will talk through the pilot. What ideally will it look like? What are the resources currently available?

Lunch 11:47am to 12:45pm

After lunch, Dr. Rabinowitz and the TLC discussed the Instruction Practice and Professional Responsibilities side of the Teacher Evaluation Framework. Beginning with Instructional Practice, Member discussed weighting percentages from 30-40%. Members agreed it was important to place as much weight on instructional practice as possible, while still keeping a balance with professional responsibility. Member Norton reminded members it was important to remember we needed a starting point. The percentage may shift as piloting and validation studies are completed.

The Members moved to a discussion of the weighting for Professional Responsibility. The importance of retaining a focus on the component of Family Engagement was discussed as it was important to the TLC not to lose that component in the mix.

Motion:

Vice Chair Barker motioned to adopt a weighting of 35% for Instructional Practice and 15% for Professional Responsibilities, with reevaluation of those weightings in the future after validation of these weights have been examined. Member Norton seconded. The motion carried without objection.

Student Engagement piece:

Chair Salazar discussed the recent meeting with The Council of Chief State School Officers (CCSSO) and the Education Counsel in Washington, DC. She stated a representative of the United States Department of Education (USED) clearly stated student engagement will not be accepted in the waiver systems as a student achievement outcome. USED stated any states which have student engagement as a component of student outcomes will need to remove it.

Member Fitzpatrick stated the ESEA Waiver is conditional upon our final evaluation framework and set of regulations adopted by the State Board. We will have some challenges if we try to include the student engagement piece in the Student Outcomes domain. Additionally, some teachers have concerns relative to the validity of student survey data.

Motion:

Member McCord motioned to remove the indicator of Student Engagement from the Student Outcomes domain. Member Norton seconded. Motion carried without objection.

Non-tested grades and subject areas:

Dr. Rabinowitz started this discussion by asking the TLC what they would like the system to be 3 years from now. The following options were discussed:

1. There could be a test or measure for every content area and grade.
2. Could use the current system with tests in certain grades and content areas.
 - a. School score: weighted average.
3. Selectively pick certain grades and content areas to fill holes in testing gaps with a state test.
 - a. Have a State science test in every grade.
 - b. Have a State test in every grade:
4. Allow local assessments to be used officially as part of the State endorsed teacher effectiveness system.
 - a. Require some type of alignment study to State standards and a comparability study to other districts which may be using a different test.

Dr. Rabinowitz and Members also discussed a compromise choice which involved a hybrid of State tests in certain areas, with districts supplementing the tests with interim assessments. The formation of district collaboratives would aid the smaller districts with interim assessments. Dr. Rabinowitz also noted a compromise choice would assist with the issue of fairness. The overriding concept is what is fair to evaluate an individual teacher. Is it acceptable for the entire right hand side of the framework to be driven by English Language Arts (ELA), Math, and Science testing? How do you factor in all of the teachers in non-tested grades and subjects?

Members discussed in Year 1, Group 2 teachers will get a school-wide average score as their student outcome score; all teachers in this group will get the same score. The score in future years will be based upon a State feasibility study on the option of having an assessment in all grades and content areas through developing additional state assessments, acquiring commercially available assessments, or allowing locally used/development of assessments which meet the technical requirements of the State. Members discussed a recommendation to the State Board that the regulation sunset in 2 years from the date of adoption to allow for reevaluation.

Members discussed and responded positively to the concept of a school wide average, noting it will stop the loss of teachers in areas that are being tested. A school-wide average would help build camaraderie within schools and departments and improve school culture.

Member Hales discussed whether we are talking about all teachers being school-wide, since we do have scores to measure some teachers. Dr. Rabinowitz stated, yes for Group 1 teachers there are scores which could be associated with individual teachers, but we were hesitant to recommend that as an option based on the fairness issue. Member Hales inquired if one of our objectives is to make human capital decisions is it not better to use individual scores when possible.

The members stated they would decide on the Group 2 teacher first and then work on Group 1 teachers who have individual score information.

Motion:

Member Fitzpatrick motioned those teachers teaching non-Statewide tested grades and subjects receive scores based on school-wide data, with sunset date no later than 2 years from date of adoption.

Regulations request the State study the feasibility of developing and requiring additional statewide assessments in other grades and subjects, and/or local acquisition of such assessments specific to each grade and content area, subject to state approval against stated technical criteria. Member Galland-Collins seconded. The motion carried with 8 Members in favor; with Member Hales voting in opposition.

Group 1 teachers:

Members discussed the availability of state test scores and evaluation scores for Group 1 teachers. Members considered the following options for their evaluation score:

1. Use only the individual scores obtained by Group 1 teachers;
2. Use the school wide score just like Group 2 teachers;
3. Use a combination of their individual score and the school-wide score.

Members discussed the positive aspects of Option 3. Individuals would be held accountable for their results, but factoring in school-wide scores would assist in filling the gaps in school test frequency and foster the sense of school collegiality and improve school culture.

Motion:

Member Peterson motioned for those teachers who teach grades and subjects that are assessed through the Statewide Assessment System, to have their student outcome scores come from a combination of individual scores and school-wide aggregate scores. Vice Chair Barker seconded. The motion carried without objection.

Motion:

Member Small motioned for Group 1 teachers, that minimally the combination of school-wide and individual teachers' test score data should be no less than 50% for the individual teachers, with a goal of increasing the individuals' test score attributions subject to pilot study validations of reliability and validity. Member Peterson seconded. The motion carried without objection.

Weighting within domains:

Members discussed the weighting of Principles within each domain. Dr. Rabinowitz noted the default starts at equal weighting. If you would like to move away from equal weighting you should have a justification to support such a move. You want to make sure such a move is supported by research or can be supported by technology.

Members discussed and agreed the 5 principles under the Instructional Practice domain should be equally weighted.

Additionally, Members discussed the Professional Responsibilities domain. The TLC was in agreement the Student Engagement piece, previously removed from Student Outcomes, should be placed under Professional Responsibility as it is an integral part of student centered instruction. Members also agreed the principles now under the Professional Responsibilities domain should be equally weighted.

Motion:

Member Small motioned the Student Engagement indicator be moved into the Professional Responsibilities domain. Vice Chair Barker seconded. The motion carried without objection.

Motion:

Member Small motioned that under Instructional Practice and Professional Responsibilities the indicators in each of these domains be treated equally. Vice Chair Barker seconded. The motion carried without objection.

Compensatory or Conjunctive:

Members discussed what measures would work to weed out unfairness in the evaluation system. They discussed the types of considerations which would override the weighting. Members determined those conditions could be introduced and dealt with under the business rules of the system, agreeing that exceptions should be fair and rare.

Motion:

Member McCord motioned to allow exceptions to the system to accommodate exceptional school circumstances based on student body size and/or student population characteristics. Member Galland-Collins seconded. The motion carried without objection.

Motion:

Member McCord motioned that in principle, and to be explored through pilot and validation efforts, to allow for differential consequences for different classifications of teachers (e.g., novice teachers, teachers assigned out of field). Member Galland-Collins seconded. The motion carried without objection.

Break from 3:55 to 4:00pm

Propose, review, and discuss the possible Indicators to be measured within the Instructional Leadership domain of the *Nevada Administrator Evaluation Framework*. Discuss next steps relative to the finalizing the adoption of such indicators and then possible take action regarding any next steps that are identified by the TLC.

Chair Salazar presented a handout and spoke about the discussions she had with Dr. Margaret Heritage relative to indicators. However, given the shortness of time remaining in the meeting, there was not sufficient time to delve deeply into the topic. Members agreed there was at least a superficial endorsement of the indicators discussed, and there was a consensus in the TLC that Chair Salazar should continue her work on the indicators with Dr. Heritage.

Propose, review, and discuss next steps for the NV TLC in recommending to the State Board of Education the adoption of regulations that address development and implementation of a multi-year plan including validation and piloting of individual components of as well as the full operational system of the *Nevada Teacher Evaluation Framework*.

Dr. Rabinowitz and Members discussed the pilot and validation studies and a possible best version of both. Components to be considered were:

- Data systems
- Growth
- Teacher observation rubric and instructional practice
- Professional responsibilities piece
- Full evaluation of the framework.

Members discussed that Phase 1 and 2 of the pilot should consist of an evaluation of components.

Phase 3 and 4 of the pilot should consist of a validation of the system. Embedded in this is an evaluation of the supports necessary to make the system work.

Motion:

Member McCord motioned for the TLC to recommend the NDE develop an RFP that incorporates the timeline for pilot and validation studies including all items as discussed at the November 2, 2012 meeting. Vice Chair Barker seconded. The motion carried without objection.

Discuss any TLC recommendations to the State Board of Education that would require legislative changes in order for the recommendations to align with Nevada Revised Statutes (NRS) including any recommendations associated with the types of student achievement data to be used in the *Nevada Teacher Evaluation Framework*, the timing for and number of classroom observations of teachers including differentiation by type of teacher (i.e., probationary status and/or effectiveness rating), timelines for adoption of local board policies for implementation of the *Nevada Teacher Evaluation Framework* and the *Nevada Administrative Evaluation Framework* in order to allow for piloting and validation studies, and/or any other recommendations for legislative change. After such discussion, possibly adopt recommendations for legislative changes to share with legislator(s) and/or the Governor's Office.

Member Fitzpatrick gave an overview of proposed changes. She stated there were places in the statute where changes were required. There were five sets of changes on the first page, two sets on page two, and there may be other changes as well; this should not be considered a comprehensive list. Member Fitzpatrick added that another category of change may be the designation of the evaluation levels as 1,2,3,4. Members were asked to review the handout prior to the next meeting; the topic will be re-agendized for November 14, 2012 meeting.

Review, rethink, discuss, refine, make changes to and possibly approve a November 2, 2012 version of the *Systems Guidelines White Paper*.

It was noted Richard Vineyard would continue to keep the *White Paper* updated. Member Hales requested the next *White Paper* show changes made.

Future agenda items.

Chair Salazar noted items have been previously discussed and include Professional Responsibilities and indicators for teachers, score card for administrators, professional performance levels, Group 3 specialist personnel, the discussion of proposed statutory changes, unscheduled visits and any other final information to be discussed at the final meeting on November 28, 2012.

Council member comments.

Member McCord commented on the number of students in Charter Schools in Nevada and the fact the work being done by the TLC would not apply to them. Member Fitzpatrick noted in the original version of the bill, they were included. They were removed during the session.

Member Small stated we really had not discussed the issue of percentages of parent responses. Additionally, if individuals are appointed for the open TLC positions before the next meeting, can Chair Salazar meet with them in advance to bring them up to speed before the meeting? I feel sorry for those needing to catch up on a year's worth of work.

Public comments.

Chair Salazar opened the floor to public comments. There was no comment.

The meeting adjourned at 4:34 p.m.

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

MEETING MINUTES

November 14, 2012

Hyatt Place Reno

1790 East Plumb Lane

Reno, Nevada

COUNCIL MEMBERS PRESENT:

- Pamela Salazar, Chair
- Barbara Surritte-Barker, Vice Chair
- Christine Cheney, Member
- Kathleen Galland-Collins, Member
- Theresa Crowley, Member – arrived at 8:50 A.M.
- Rorie Fitzpatrick, Member
- Sharla Hales, Member – arrived at 9:00 A.M.
- Robert McCord, Member
- Theo McCormick, Member
- Dale Norton, Member
- Mary Peterson, Member
- Theo Small, Member
- Bonnie Townsend, Member

COUNCIL MEMBER ABSENT:

- Amy Henderson, Member – excused

DEPARTMENT STAFF PRESENT:

- Christina Harper, Administrative Assistant
- Russ Keglovits, Consultant
- Leslie James, Administrative Staff to the Council
- Monie Byers, Parental Involvement Consultant

LEGAL COUNSEL:

- Carrie Parker, Deputy Attorney General

INVITED GUESTS:

- Sujie Shin, Sr. Assessment Manager, Assessment and Standards Development Services at WestEd
- Lynn Holdheide, Consultant, AIR
- Margaret Heritage, Senior Researcher for CRESST
- Barbara Jones, Researcher for CRESST

AUDIENCE IN ATTENDANCE:

Jesse Wells, Clark County School District/CCASA

Keith Walz, ECSD

Todd Butterworth, Legislative Counsel Bureau

Dave Brancamp, NWRPDP

Dawn Huckaby, Washoe County School District

Salwa Zaki, Washoe County School District

Pati Falk, Washoe County School District

Nicole Rourke, Clark County School District

Lynn Warne, Nevada State Education Association

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:40 A.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

Jesse Wells, a principal at White Middle School in the Clark County School District, directed his comments to the draft White Paper and expressed that the student engagement should be included under instructional practice. Concern was also expressed regarding the achievement gap data at the school level. Mr. Wells stated that he feels that aligning the systems is a good idea. Mr. Wells expressed additional concern with the timeline for the observations which are currently set for the 16th week of school (mid-December) and the 24th week of school (mid-February) and feels that these dates are too early and suggested maybe using number of days instead of the weeks of school.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member Peterson moved to approve a flexible agenda, seconded by Member Small. The motion passed unanimously.

APPROVAL OF MINUTES FOR THE SEPTEMBER 18, 2012 AND OCTOBER 15, 2012 TEACHERS AND LEADERS COUNCIL MEETINGS

Chair Salazar tabled the October 15, 2012 meeting minutes until the next meeting, as they were not ready for approval.

MOTION: Member Norton moved to approve the September 18, 2012 TLC meeting minutes as submitted, seconded by Member Crowley. The motion passed unanimously.

REVIEW OUTCOMES FROM NOVEMBER 2, 2012 MEETING INCLUDING MOTIONS PASSED ON WEIGHTING FOR NEVADA TEACHER EVALUATION FRAMEWORK

Chair Salazar reviewed the following motions made at the November 2, 2012 TLC meeting:

Motion 1: Adopt a weighting of 35% for instructional practice and 15% for professional responsibilities with reevaluation of that ratio in the future after validation of these weights have been examined. Motion made by Member Barker and seconded by Member Norton. The motion passed unanimously.

Motion 2: Remove the indicator of student engagement from the student outcomes domain. Motion made by Member McCord and seconded by Member Norton. The motion passed unanimously.

Motion 3: For teachers teaching non-Statewide tested grades and subjects receive scores based on school-wide data, with sunset date no later than 2 years from date of adoption. Motion was made by Member Fitzpatrick and seconded by member Collins. The motion passed with 8-yes votes and 1-no vote.

Motion 4: For those teachers who teach grades and subjects assessed through the Statewide Assessment System, their student outcomes scores come from a combination of individual scores and school-wide aggregate scores. Motion was made by Member Peterson and seconded by Member Barker. The motion passed unanimously.

Motion 5: For Group 1 teachers, minimally the combination of school-wide and individual teachers' test score data should be no less than 50% for the individual teachers, with a goal of increasing the individuals' test score attributions subject to pilot study validations of reliability and validity. Motion made by Member Small and seconded by Member Peterson. The motion passed unanimously.

Motion 6: Student engagement indicator be moved into professional responsibilities domain. Motion made by Member Small and seconded by Member Barker. The motion passed unanimously.

Motion 7: For Instructional Practice and Professional Responsibilities, the indicators in each of these domains will be treated equally. Motion made by Member Small and seconded by Member Barker. The motion passed unanimously.

Motion 8: Allow exceptions to the system to accommodate exceptional school circumstances based on student body size and/or student population characteristics. Motion made by Member McCord and seconded by Member Collins. The motion passed unanimously.

Motion 9: In principle, and to be explored through pilot and validation efforts, allow for differential consequences for different classifications of teachers (e.g., novice teachers, teachers assigned out of field). Motion made by Member McCord and seconded by Member Collins. The motion passed unanimously.

There was concern expressed regarding the student make-up of classrooms and how that may affect a teacher's evaluation. There is definitely a need to show growth, but there could be different levels of growth depending on the student disability.

It was reiterated that student perception (engagement) is not part of Student Outcomes and has been moved to Professional Responsibilities.

DISCUSS THE ROLE OF "GROUP 3 TEACHERS – SPECIALIST PERSONNEL", AS PREVIOUSLY DEFINED BY THE TLC, IN THE CURRENT NEVADA TEACHER EVALUATION FRAMEWORK. AS DETERMINED RELEVANT THROUGH DIALOGUE DURING THE MEETING, PROPOSE, REVIEW, AND DISCUSS THE TREATMENT OF SUCH PERSONNEL IN THE CURRENT MODEL. IF IT IS DETERMINED THAT GROUP 3 TEACHERS SHOULD BE EVALUATED WITH THE CURRENTLY ADOPTED NEVADA TEACHER EVALUATION FRAMEWORK, THEN CONSIDER AND POSSIBLY ADOPT FINAL WEIGHTINGS FOR INDICATORS AND METHODOLOGIES FOR DETERMINING FINAL SCORES FOR GROUP 3 TEACHERS THROUGH THE NEVADA TEACHER EVALUATION FRAMEWORK, AS RECOMMENDED BY THE AD HOC GROUP ASSEMBLED TO REVIEW THE APPLICATION OF THE NEVADA TEACHER EVALUATION FRAMEWORK FOR THESE SPECIALIST PERSONNEL. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE RECOMMENDATIONS AND THEN POSSIBLY TAKE ACTION

Leslie James reviewed the handout, "Group 3 Teachers – Specialist Personnel" and the following recommendations from the Group 3 ad hoc technical advisory team (TAT) to the TLC:

1. The TLC should consider a guiding principle belief that certain "specialist personnel" outside of the "traditional teacher role" (that defines Group 1 – tested grades and subjects, and Group 2 – non-tested grades and subjects) who are integral to the support of student growth be included in the statewide performance evaluation framework.
2. AB222, Section 6 requires the TLC to make recommendations to the State Board of Education for the establishment of a statewide performance evaluation system for teachers and administrators employed school districts. Therefore in considering inclusion of "specialist personnel" who are integral to the support of student growth in this statewide evaluation framework, the TLC needs to recommend a change in NRS to include these personnel, by either:
 - a. Expanding the definition of "teacher" in NRS to include "specialist personnel" not in Group 1 or Group 2 for performance evaluation purposes and/or
 - b. There needs to be a change in AB222 (391.460) to provide the directive to the TLC to include the consideration of Group 3 "specialist personnel" in this statewide performance evaluation system. The TAT recommends this option.
3. Ensure the TLC recommendation to the State Board of Education to include specialist personnel in the statewide performance evaluation system includes provision of some assurances for evaluation framework flexibility provided certain parameters are met. To provide flexibility an adaptation to roles and responsibilities and local job context (e.g., job descriptions and defined assignments), the evaluation framework would reflect work with, and recommendations from, each specialist personnel stakeholder group in regard to the following aspects of the evaluation framework, and then subsequent implementation piloting.

4. Recommend to the State Board of Education that evaluation frameworks to include “specialist personnel” be developed in X number of years after more foundational work is set for the Group 1 and Group 2 teachers.

Ms. James reviewed the 4 Groups of Licensed Personnel:

- 1) Teachers of tested grades and subjects (Group 1) which includes some “specialist personnel” as per licensure certification awarded
- 2) Teachers of non-tested grades and subjects (Group 2) which includes some “specialist personnel” as per licensure certification awarded
- 3) Other “specialist personnel” who are not called out in the current NRS definition of “teacher” but who potentially provide instruction support
- 4) Other Personnel who provide emotional support, non-instructional guidance or medical support (e.g., counselors, nurses) (Should these personnel continue under the district’s uniform evaluation system or be part of a statewide evaluation system?)

Ms. James reviewed the proposed expanded definition of “teacher”. The definition of “teacher” for evaluation purposes could be kept narrow (and evaluation of “specialist personnel” left up to the districts) or it could be expanded to include other “specialist personnel” in the uniform statewide evaluation system as in the following expanded definition of teacher to include specialist personnel provided by the Group 3 TAT:

“Teacher” also means a licensed employee who spends at least 50% of the work year devoted to providing educational services that support students to access and/or process the curriculum to meet the academic standards within the realm of all educational settings. These licensed employees include “specialist personnel” who may meet this definition depending on roles and responsibilities and local job context (e.g., job descriptions and defined assignments) under the following specialist personnel categories:

- “Exceptional Pupils Personnel” – e.g., speech and language specialists, specialist working with vision/hearing impairments, specialists serving in a consultant role to support students with autism
- “Specialized Support Personnel” – e.g., school counselor, school psychologist, reading specialists working as consultants, library/media specialists and
- Teachers on special assignment – e.g., such as implementation specialists, instructional coaches and home bound instructors.

Ms. James stated that the thinking behind this is that students would benefit from having specialist “teacher” personnel be effective and/or helping other teachers be effective in implementing (through consultation/coaching) the 5 high leverage instructional principles in the teacher framework (as per determined suitability) – to meet learning targets that support them in accessing/processing the curriculum to meet the academic standards.

The inclusion and exclusion criteria:

Inclusion: For Group 3 this expanded definition of teacher specifically lists specialist personnel who could be included as per the expanded definition criteria: i.e., a licensed employee who spends at least 50% of the work year devoted to providing educational services that support students to access/process the curriculum to meet the academic standards within the realm of all educational settings.

Exclusion criteria: Specialist personnel who provide contracted services from an outside organization and “other staff” if the decision is to not include this group of specialist personnel who provide emotional support, non-instructional guidance or medical support (e.g., counselors, nurses).

Member Peterson questioned if the TLC has the authority over this group of individuals who are professionally licensed and do not hold a license from the Nevada Department of Education.

Member Fitzpatrick explained that she thought Ms. James was referencing the expanded definition of teacher to include Group 3 “Specialist Personnel” would be licensed by the Nevada Department of Education.

Council members held a robust discussion regarding the definition of “teacher” and how to define “specialist personnel”; who is included and excluded. The Council discussed amending NRS 391.460 to include “specialist personnel” in the evaluation framework. Member Small questioned how these individuals in Group 3 impact student growth.

MOTION: Member Hales moved to adopt a guiding belief that the certain “specialist personnel”, outside the traditional teacher role, (that defines Group 1 – tested grades and subjects, and Group 2 – non-tested grades and subjects) who are integral to the support of student growth be included in the statewide performance evaluation framework, seconded by Member McCormick. The motion passed unanimously.

MOTION: Member Peterson moved that the TLC recommend to the State Board of Education that evaluation frameworks to include “specialist personnel” be developed within two years of completion of the teacher/administrator validation studies and subsequent validation and implementation, seconded by Member Barker.

There was discussion on the motion; Member Crowley wanted it clarified that the TLC does not want there to be 28 frameworks. There was discussion to add language to the motion to ensure that provisions are included for evaluation framework flexibility.

Upon questioning, it was clarified that only Groups 1 and 2 will be in the first group of validation studies.

Following a discussion, Member Peterson withdrew her motion.

A break was granted at 10:26 A.M.

The meeting reconvened at 10:53 A.M.

Member McCord suggested amending the motion to define “specialist personnel” who are licensed with more than 50% of the specialist’s time spend with student providing educational services.

MOTION: Member Small made an amendment to the first motion to add the following language following “specialist personnel” that also means a licensed employee who spends at least 50% of the work year devoted to providing educational services that support student to access and/or process the curriculum to meet the academic standards within the realm of all educational settings, seconded by Member Hales. The motion passed unanimously.

Ms. Holdheide reiterated that the first process to include specialist personnel will be to broaden and expand the definition of licensed specialist personnel and propose legislative changes to the State Board of Education.

It was discussed that the proposed amendments would be to NRS 391.460 (which was amended by AB222).

Following discussion on how to draft this language, the TLC directed Ms. James and Ms. Holdheide to draft language for the TLC to review and address the concerns in items 2, 3, and 4 in the TAT’s recommendations.

(Member Hales left the meeting at 11:15 A.M.)

DISCUSS ANY TLC RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION THAT WOULD REQUIRE LEGISLATIVE CHANGES IN ORDER FOR THE RECOMMENDATIONS TO ALIGN WITH NEVADA REVISED STATUTES (NRS) INCLUDING ANY RECOMMENDATIONS ASSOCIATED WITH THE TYPES OF STUDENT ACHIEVEMENT DATA TO BE USED IN THE NEVADA TEACHER EVALUATION FRAMEWORK, THE TIMING FOR AND NUMBER OF CLASSROOM OBSERVATIONS OF TEACHERS INCLUDING DIFFERENTIATION BY TYPE OF TEACHER (I.E., PROBATIONARY STATUS AND/OR EFFECTIVENESS RATING), TIMELINES FOR ADOPTION OF LOCAL BOARD POLICIES FOR IMPLEMENTATION OF THE NEVADA TEACHER EVALUATION FRAMEWORK AND THE NEVADA ADMINISTRATIVE EVALUATION FRAMEWORK IN ORDER TO ALLOW FOR PILOTING AND VALIDATION STUDIES, AND/OR OTHER RECOMMENDATIONS FOR LEGISLATIVE CHANGE. AFTER SUCH DISCUSSION, ADOPT RECOMMENDATIONS FOR LEGISLATIVE CHANGES TO SHARE WITH LEGISLATOR(S) AND/OR THE GOVERNOR’S OFFICE

Member Fitzpatrick reviewed the following proposed recommendations for changes to NRS in the 2012 Legislative Session and with the results of the TLC:

- Definitions
 - Teacher – this definition remains unresolved;
 - Administrator – confine to site level administrator (principles, assistant/vice principals/deans of students) which will include the evaluation of a school and there maybe a need to redefine the role of the administrator within the building
 - Paraprofessionals were removed from the uniform performance evaluation system requirement

Student Achievement Data – will now require districts to adopt policies that comply with the regulations established by the State Board of Education and anticipates the possible use of State and/or local data including CRTs, common assessments, and student learning objectives. Regulations may also need to be adopted to address the requisite criteria.

Observation Process – the pre-observation conference and post-observation conference timelines, to be determined today, based on recommendations from the 11/9/12 Classroom Observations Task Force meeting. The evaluation processes determined by combination of probationary status and designation rating (e.g., highly effective, effective, minimally effective or level 1, 2, 3, 4 if labels are changed)

Contents of Teacher Evaluation – the evaluation of a teacher must include the following requirements, as established in the regulations adopted by the State Board of Education: performance on High Leverage Instructional Principles and performance on Professional Responsibilities.

Contents of Teacher Evaluation – the evaluation of a teacher must include a description of the supports that will be provided to assist the teacher in improving instructional practice and/or professional responsibilities based on the teacher’s evaluation data.

Contents of Administrator Evaluation – the evaluation of an administrator must include the following requirements, as established in the regulations adopted by the State Board of Education: performance by High Leverage Instructional Leadership Principles and performance on Professional Responsibilities.

Timelines for Implementation – On or before July 31, 2013, the State Board of Education shall...adopt regulations establishing a statewide performance evaluation system. Each school district shall, not later than the 2013-2014 school year, participate in validation efforts in compliance with regulations adopted by the State Board of Education. Each school district shall, not later than the 2014-2015 school year, implement a performance evaluation policy...that complies with...system established by State Board of Education...

Rating labels: The current NRS state that the labels should be highly effective, effective, minimally effective and ineffective. It was discussed at the last meeting to use a rating system that does not have judgment implied, such as levels of 1, 2, 3, and 4. It was agreed to use a validation process to set labels for different classification of teachers and allow for differentiated criteria for the different classification of teachers.

Ms. Shin cautioned the TLC against using averages and means and encouraged thinking about different systematic labels and staying away from using a numerical rating/category. Ms. Holdheide added that nationally, groups are staying away from a numerical rating system, as it leads to judgments.

Council members held an in-depth discussion regarding the rating system and labels. The following concerns were expressed:

- Questioned if the ratings of educators would be released to the public. as the consequences would be bad.
- Suggested that the ratings be the same for student proficiency.
- Labels could lead to parents requesting for their students to be removed from a classroom with a teacher with a poor rating.
- Labels and how labels are perceived by educators and the public.
- Want to motivate teachers; not demoralize.

Ms. Holdheide suggested using more developmental wording.

Member Small stated that no matter what the label, the teacher will know where they are and where they need to improve compared to their peers. Member Small recommended allowing for flexibility for first year administrators.

Member Barker stated that it is not about the label; it is about the relationship between the teacher and the administrator - for the administrator to have a conversation with the teacher regarding this is where you are and this is where you need to be and this is how we are going to get you there.

The TLC made a recommendation that there is contemplation of changing the labels and this should be considered during validation process.

The TLC recommended analyzing legislative requirements which compel administrators to spend time on things other than supervising and supporting instruction and to reduce the burden.

Member Fitzpatrick reviewed the Classroom Observation Task Force recommendations with the following amendments to the White Paper:

- announced vs unannounced observations;
- effective;
- post-probationary;
- authorized personnel;
- observers vs evaluators;
- remove the wording “standard” in the cycle;
- An effective teacher only has to have one observation per year;
- Modify the observation timeline to days as opposed to weeks; and

- An educator will be evaluated on three years of growth and the assessment data from the previous year is based on the legislative calendar established for assessments and the timeframe to get assessment results back. It was further discussed that assessments cannot be too early, as then there is less instructional time.

Pati Falk, as a member of the public, expressed concern regarding the student outcomes and when the assessment data is included in the evaluation; as it is not used until the next year’s evaluation.

It was discussed that possibly changes could be made to the evaluation, based on assessments, as soon as the assessment results are received.

MOTION: Member McCord moved to adopt the proposed legislative amendments as discussed to include the slides and amendments to the White Paper for the observation process, the recommendation that the legislature look at creating a system for district level administrators to have functionally uniform evaluation system created, and to have the Legislature contemplate the changing of the labeling, have the Legislature consider areas in which administrator burden could be eliminated to focus on supporting on instruction, and suggesting allowing for differentiation between veteran and new teachers/administrators; seconded by Member Small. The motion passed unanimously.

A lunch break was granted at 12:25 P.M.

(Member Crowley left the meeting at 12:25 P.M.)

The meeting reconvened at 1:16 P.M.

PROPOSE, REVIEW, AND DISCUSS THE PERFORMANCE LEVELS TO BE DETERMINED BY EACH INDICATOR UNDER EACH OF THE HIGH LEVERAGE PRINCIPLES WITHIN THE INSTRUCTIONAL PRACTICE DOMAIN OF THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE PERFORMANCES LEVELS AND THEN POSSIBLY TAKE ACTION

Margaret Heritage and Barbara Jones handed out the “Literature Review for the Five High-Leverage Instructional Principles” and stated it is approximately 85% complete and includes the appendix and a synopsis of the studies. Electronic copies will be sent to Chair Salazar and Member Fitzpatrick for distribution and posting to website when complete.

Ms. Heritage reviewed Principle 2 – Learning Tasks have High Cognitive Demand for Diverse Learners; along with the three Indicators: 1) Tasks purposefully employ all students’ cognitive abilities and skills, 2) Tasks place appropriate demands on each student, and 3) Tasks progressively develop all students’ cognitive abilities and skills; and four Performance Levels for learning tasks for cognitive learning for diverse learners. This is an effort to get teachers to teach students at the level they can learn.

Member Barker stated as she has been sharing these principles, the overall reaction is that everyone loves the principles, but concern has been expressed over the word “*all*” in order to obtain Level 4 as it may be an unattainable goal.

Ms. Heritage and Ms. Jones reviewed each Indicator and Performance Levels with regard to Principle 2 and 3. For each performance level, Level 4 states “*all*” students; Level 3 states “*most*” students; Level 2 states “*some*” students; and Level 1 states “*no*” students.

(Member Crowley joined the meeting via telephone.)

It was discussed that it is important for teachers to realize that they need to build upon skills that students currently possess in an effort to reach the ultimate goal; the indicators and levels outlined in this process build upon skills and focus on certain points.

There was discussion regarding teachers nationally posting to a website through crowd sourcing with great examples of performance levels 3 and 4 for teachers to review, learn, and apply in their own classrooms.

(Member Hales returned to the meeting at 2:20 P.M.)

Ms. Jones stated that, as a part of this process, there needs to be professional development to teach teachers how to change their teaching and build on the skills that both the teacher and students already have. The Instructional Practice can be used as a road map to show the path and growth of a teacher.

(Member Crowley was disconnected from the telephone.)

Ms. Heritage cautioned that a teacher cannot expect to move up on the scale of all principles, but can work on a couple of the principles at a time; but also need to be aware of ALL of the principles and indicators, but build upon and focus on certain points at all times.

Member Cheney stated that children have different ways to show that they have learned.

Principle 3 – Students Engage in Meaning-Making through Discourse and other Strategies. Indicator 1 – Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students; Indicator 2 – Teacher provides opportunities for all students to create and interpret multiple representations; Indicator 3 – Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships; Indicator 4 - Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

It was discussed that Principle 3 includes problem solving and multi level tasks and Indicator 4 embeds classroom management.

Ms. Heritage requested that Council Members provide feedback on the principles and indicators no later than November 19, 2012.

A break was granted at 3:09 P.M.

The meeting reconvened at 3:22 P.M.

REVIEW AND DISCUSS THE MEASUREMENT, REPORTING AND PROFESSIONAL DEVELOPMENT IMPLICATIONS OF ALL OF THE INDICATORS UNDER EACH OF THE FIVE HIGH LEVERAGE PRINCIPLES WITHIN THE INSTRUCTIONAL PRACTICE DOMAIN OF THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE IMPLEMENTATION, MEASUREMENT, AND REPORTING OF INDICATORS AND THEN POSSIBLY TAKE ACTION

Chair Salazar asked Ms. Heritage if she had any specific recommendations with regards to professional development and what the TLC should be thinking about moving forward in the implementation stage and validation studies and then into full implementation.

Ms. Heritage stated that we know that we need to build teaching/learning opportunities at the schools and build capacity within the system. Ms. Heritage recommended that the TLC roll out and focus on one principle at a time and then for the Regional Professional Development Centers to train teachers on each principle and link to the common core. Ms. Heritage suggested starting with Principle 1 and build from there. Ms. Heritage suggested that statewide video trainings have been very successful in Arkansas; and suggested looking at a variety of ways/strategies to provide the training.

Ms. Jones recommended starting with Principle 1 and then the training connects out to the other principles.

This issue will be further discussed by the Council at a future meeting.

DISCUSS THE ROLE OF “GROUP 3 TEACHERS – SPECIALIST PERSONNEL”, AS PREVIOUSLY DEFINED BY THE TLC, IN THE CURRENT NEVADA TEACHER EVALUATION FRAMEWORK. AS DETERMINED RELEVANT THROUGH DIALOGUE DURING THE MEETING, PROPOSE, REVIEW, AND DISCUSS THE TREATMENT OF SUCH PERSONNEL IN THE CURRENT MODEL. IF IT IS DETERMINED THAT GROUP 3 TEACHERS SHOULD BE EVALUATED WITH THE CURRENTLY ADOPTED NEVADA TEACHER EVALUATION FRAMEWORK, THEN CONSIDER AND POSSIBLY ADOPT FINAL WEIGHTINGS FOR INDICATORS AND METHODOLOGIES FOR DETERMINING FINAL SCORES FOR GROUP 3 TEACHERS THROUGH THE NEVADA TEACHER EVALUATION FRAMEWORK, AS RECOMMENDED BY THE AD HOC GROUP ASSEMBLED TO REVIEW THE APPLICATION OF THE NEVADA TEACHER EVALUATION FRAMEWORK FOR THESE SPECIALIST PERSONNEL. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE RECOMMENDATIONS AND THEN POSSIBLY TAKE ACTION

Chair Salazar returned to this item for further clarification. Ms. Holdheide reviewed suggested language for a motion for Group 3 – specialist personnel.

MOTION: Following discussion, Member McCord moved that the TLC recommend to the Board of Education that NRS 391.460 be modified for the inclusion of specialist personnel as part of a statewide performance evaluation system provided that certain parameters are met and include

provision of some assurances for evaluation framework flexibility to account for roles and responsibilities and local job context (e.g., job descriptions and job assignments). Specialist personnel would consist of those who serve as licensed employees and who spend at least 50% of the work year devoted to providing educational services that support students to access and/or process the curriculum to meet the academic standards within the realm of all education settings. A differentiated timeline would be applied so that results of Group 1 and Group 2 field studies, implementation, and evaluation and recommendations of each specialist personnel stakeholder group can be considered in the development of Group 3 specialist personnel evaluation frameworks within a 5 year period, seconded by Member Townsend. The motion passed unanimously.

ACTION: Following discussion regarding issues that may arise around Group 3 teachers who are not licensed by the Department of Education but are included and entered into a contract with the school district; Member McCord recommended that the TLC move forward with the motion and then bring this issue back at a future meeting for further discussion and possibly a reconsideration of the wording.

PROPOSE, REVIEW AND DISCUSS THE POTENTIAL FINAL WEIGHTINGS FOR INDICATORS AND METHODOLOGIES FOR DETERMINING FINAL SCORES FOR GROUP 3 TEACHERS THROUGH THE NEVADA TEACHER EVALUATION FRAMEWORK AS RECOMMENDED BY THE AD HOC GROUP ASSEMBLED TO REVIEW THE APPLICATION OF THE NEVADA TEACHER EVALUATION FRAMEWORK FOR GROUP 1 (TEACHERS IN STATE TESTED GRADES AND SUBJECTS) AND GROUP 2 (TEACHERS IN NON-TESTED GRADES AND SUBJECTS); DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE RECOMMENDATIONS AND THEN POSSIBLY TAKE ACTION

Ms. Shin stated that she has been working with the Technical Advisory Team (TAT) to determine, define and make recommendations for Groups 1 and 2 and recommend student outcome final weightings for indicators for determining final scores.

Russ Keglovits reviewed that the TAT consisted of thirteen individuals from around the state.

Ms. Shin reviewed the recommendations for Group 1 teachers for grades 4-8 in ELA and/or math with 20 students per year for a valid number and include classroom level scores in proficiency and status; and Group 2 would only use school aggregate scores. Group 2 teachers would be for grades K-3 and 9-12 in any subject and would include any number of students; and in grades 4-8, all other subjects-not ELA or math; would include less than 20 students per year. The student outcomes weightings would be 50% with 35% for growth, 5% for status proficiency, and 10% for reducing the gap. The emphasis would be on components that the teacher has control over while deemphasizing the proficiency status which is more related to prior student achievement.

There was discussion to use the school performance framework in place of school level aggregate score; there would be a growth score every year.

Member Hales expressed concern and stated that she is not comfortable with this weighting and feels that some teachers will be left out of this due to the number of students requirement, due to student transiency.

Chair Salazar stated that the research from other states is showing that “going slow” in this process is best to ensure that this process drives better instruction and practice.

Ms. Holdheide recommended putting more effort into Group 2 which covers a larger amount of teachers.

Member Peterson questioned if the weighting is equally weighted and will this have an unanticipated consequence and drive ELA and math teachers out of the classroom. Member Peterson raised the question about whether this is a fairness issue.

Chair Salazar stated that the TLC may need to look at flexibility for teachers who rate high in Instructional Practice while rating low in the school level assessment score.

It was discussed that the focus needs to be on professional development and teachers want to be evaluated on what they do in their classroom.

ACTION: Chair Salazar stated that due to the time limit of the agenda, this meeting needs to be adjourned, and this item will be further discussed with possible action at the next TLC meeting on November 28, 2012.

COUNCIL MEMBER COMMENTS

There were no further Council Member comments.

FUTURE AGENDA ITEMS

Chair Salazar stated that at the November 28, 2012 meeting the TLC will need to discuss the validation studies and finalize the administrator framework.

PUBLIC COMMENTS

There were no public comments.

MEETING ADJOURNMENT

Chair Salazar adjourned the meeting at 4:32 P.M.

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

MEETING MINUTES

November 28, 2012

South Point Hotel and Casino

9777 Las Vegas Blvd South

Las Vegas, Nevada

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair

Barbara Surritte-Barker, Vice Chair – arrived at 8:40 A.M.

Christine Cheney, Member – arrived at 8:40 A.M.

Kathleen Galland-Collins, Member

Theresa Crowley, Member – arrived at 8:40 A.M.

Rorie Fitzpatrick, Member

Sharla Hales, Member

Amy Henderson, Member

Robert McCord, Member

Theo McCormick, Member

Dale Norton, Member

Mary Peterson, Member

Theo Small, Member

Bonnie Townsend, Member

DEPARTMENT STAFF PRESENT:

Christina Harper, Administrative Assistant

Laurie Thake, Administrative Assistant

Russ Keglovits, Assessment, Program Accountability, and Curriculum

Leslie James, Title IIA Education Programs Professional

Richard Vineyard, Asst. Director, Assessment, Program Accountability, and Curriculum

LEGAL COUNSEL:

Robert Whitney, Deputy Attorney General

INVITED GUESTS:

Sujie Shin, Senior Manager, Assessment and Standards Development Services, WestEd

Stanley Rabinowitz, Senior Program Director, WestEd

Lynne Holdheide, Consultant, AIR

AUDIENCE IN ATTENDANCE:

Pam Hicks, Deputy Administrator for CCASAPE

Dave Brancamp, NWRPDP

Nicole Rourke, Clark County School District

Mark Newburg, Incoming Nevada State Board of Education

Jose Delfin, Carson City School District

Stavan Corbett, Nevada State Board of Education

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:35 A.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

Pam Hicks, Deputy Administrator for the CCASAPE, stated that she was thrilled to see both elementary and secondary administrators appointed as Council members.

Ms. Hicks, on behalf of Jesse Wilks, read a brief statement with regards to Item 8:

“I cannot attend tomorrow due to other obligations at the building, but here are a few thoughts I have carried over from the last meeting:

The TLC barely got to scratch the surface with #8 on the agenda, "Review and discuss

the potential final weightings”. I would bring up the concern that has come up in a few pieces of literature already regarding the effect that student placement will have on the achievement/growth of students placed in each teacher's classroom. It is unclear how best to account for this variable, but consideration needs to be made for teachers who take on more challenging students (IEP, LEP, regular versus accelerated, etc.) We don't want teachers to avoid challenging assignments because the students may negatively impact their evaluation (and vice-versa).

I would also caution using the State School Performance Framework as a proxy for teacher growth/proficiency for Group 2 teachers, as was discussed at the last meeting. The current State SPF category weights do not align to those designated by the TLC, some areas will actually be counted twice (reducing gaps) and other items such as graduation rate would be included which should not belong in this framework.”

Ms. Hicks stated that with regard to Item 16, revising the White Paper and the issue of student achievement; language should be added to also hold district personnel accountable.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member Small moved to approve a flexible agenda. Member Townsend seconded. The motion passed unanimously.

APPROVAL OF MINUTES FOR THE OCTOBER 15, 2012; NOVEMBER 2, 2012; AND NOVEMBER 14, 2012 TEACHERS AND LEADERS COUNCIL MEETINGS

Following a review of the minutes the following motions were made:

MOTION: Member Norton moved to approve the October 15, 2012 TLC meeting minutes with amendments to the roll call. Member Cheney seconded. The motion passed unanimously.

MOTION: Member Norton moved to approve the November 2, 2012 TLC meeting minutes as submitted. Member Crowley seconded. The motion passed unanimously.

MOTION: Member Norton moved to approve the November 14, 2012 TLC meeting minutes as submitted. Member Cheney seconded. The motion passed unanimously.

REVIEW AND DISCUSS PUBLIC COMMENTS FROM ELKO, INCLUDING RECOMMENDATIONS RESULTING FROM THE PUBLIC COMMENTS; DISCUSS IMPLICATIONS FOR THE TLC’S CONSIDERATIONS OF ANY SUCH RECOMMNDATIONS; CONSIDER AND POSSIBLY ADOPT CHANGES BASED ON CONVERSATION

Leslie James reported that there were eight teachers at the training, to include the district superintendent; it was noted that there were also elementary parent/teachers conferences that night. The following were some of the comments expressed:

- Fairness of the make-up of students in the classroom;
- The number of students in a classroom; and
- The teachers want to know exactly what the administrators will be looking for during the observations.

Ms. James stated that the questions and comments made in Elko were added to previous questions and comments from the other regions in the “Teacher Listening Tour Report” which will be posted on the NDE website. These will be helpful in developing a Frequently Asked Questions section on the website.

REVIEW AND DISCUSS THE POTENTIAL FINAL WEIGHTINGS FOR INDICATORS AND METHODOLOGIES FOR DETERMINING FINAL SCORES FOR ALL TEACHERS, AS RECOMMENDED BY THE AD HOC GROUP ASSEMBLED TO REVIEW THE APPLICATION OF THE NEVADA TEACHER EVALUATION FRAMEWORK FOR GROUP 1 (TEACHERS IN STATE TESTED GRADES AND SUBJECTS) AND GROUP 2 (TEACHERS IN NON-TESTED GRADES AND SUBJECTS); DISCUSS FINALIZATION OF THE ADOPTION OF THOSE RECOMMENDATIONS AND THEN TAKE ACTION

Ms. Shin reviewed that the Technical Advisory Team (TAT) was directed by the TLC to review the comments and recommendations made at the November 14, 2012 meeting and make recommendations to the TLC with regards to Group 1 and Group 2 teachers and the weighting of student outcomes.

Ms. Shin reviewed the Group 1 and Group 2 teacher definitions and the student outcome weightings along with the valid number of student recommendations:

5. Group 1 – tested grades and subjects in the area of math and/or English Language Arts (ELA) in grades 4-8 with not less than 15 students;
6. Group 2 – non-tested grades and subjects in any other subject other than math or ELA, in grades K-3 and 9-12 with any number of students.

Member Peterson expressed concern that this weighting will drive math and ELA teachers out of the classroom and the last thing we want to do is drive out the best teachers.

The following are some of the comments expressed:

- Group 1 teachers want to know their scores.
- Need to reward good teachers.
- How will the validation studies affect Group 1?
- More fourth and fifth grade teachers have had to be hired in math and ELA due to the number of students in the classroom and there is a question as to how this evaluation process is going to affect this hiring.

- Need to consider who a “valid student” is with regard to the number of students and consider the high transient rate of students in some schools.
- The count of students at 15 is still too high.

Ms. Shin and Ms. Holdheide stated that the above can be addressed in the growth model and in the validation studies.

Member McCord expressed concern that all of the unanswered questions are deferred to the validation study and that the validation study is going to be too complex and complicated for a bid. Member McCord asked if there was a more systematic way in which to track the unanswered questions deferred to the validation studies or a process by which the TLC is going to determine the specifications of the validation study.

Ms. Shin reviewed the student outcomes weighting proposal within the student outcomes piece.

Upon questioning by Member Hales, regarding the number of students, Dr. Rabinowitz responded that the number of 15 students skirts the legal defensibility line. Ms. Hales requested that the White Paper include the statement that the TLC would like to include more students in the future.

MOTION: Member Small moved to define Group 1 as tested grades 4-8 in the areas of math and/or ELA with no less than 15 students and Group 2 as grades K-3 and 9-12 in any other subject other than math and ELA with any number of students. Member McCord seconded. The motion passed unanimously.

Ms. Shin reviewed the following open questions for the TLC to consider:

- Guidance for inclusion of Pre-K teachers?
- How will school-level growth affect proficiency scores?
- Should there be flexibility in the weightings of domains?
- How will individual class scores in growth be counted?

As well as the recommendation that curriculum specialists be tasked to provide specific guidelines around defining what constitutes ELA and math subjects.

MOTION: Following discussion, Member Small moved to approve the following weighting for the growth component for student outcomes domain for student growth–35%, student proficiency-5%, and reducing the gap–10%. Member Cheney seconded. The motion passed unanimously.

PROPOSE, REVIEW, AND DISCUSS THE APPROPRIATE INCLUSION OF THE STUDENT ENGAGEMENT MEASURE IN THE NEVADA TEACHER EVALUATION FRAMEWORK AS INFLUENCED BY RECENT RESEARCH AND BEST PRACTICES AND TAKE ACTION AS A RESULT OF DISCUSSION

Ms. Holdheide reviewed Standards 4 and 5 – Student Engagement (Perception Data) and the three Indicators developed; based upon information received from the Parent Advisory Council.

The following comments were made regarding Standard 4:

- It will be hard for a teacher to meet ALL of the possible foreign language needs of parents and/or guardians, as materials are tied to the school and district resources.
- There was discussion regarding where to address procedural responsibilities and whether these could possibly be addressed outside the framework.

Following discussion the following amendments were made to Standard 4:

- Indicator 1 – The teacher regularly facilitates a two-way form of communication with parents and guardians, using *available* tools that are responsive to their language needs, and include parent/guardian requests and insights about the goals of instruction and student progress.

The following amendments were made to Standard 5 – Student Engagement (Perception Data):

- Indicator 1: The teacher values the students’ opinions, knowledge, interests, understanding, and builds upon and solicits a student’s opinion.
- Indicator 3: The teacher builds relationships with students and collaborates with colleagues to support all students’ learning.

Member Hales stated that a teacher should teach in a way that a student can learn and for the student to have a say in the learning process. Member Hales stated that students want to learn and want to have a voice in what they are learning; and doesn’t feel that this is reflected in this standard.

MOTION: Member Hales moved to adopt Standard 5 – under Teacher Professional Responsibilities Standards and Indicators, to be named Student Perception Data, with three indicators to reflect the discussion to be student centered and ensure that the teacher helps the student learn. Member Cheney seconded. The motion passed unanimously.

MOTION: Member Henderson moved to approve Standard 4 – Family Engagement with the amendment in Indicator 1 – to remove “multiple” and replace with “available”. Member Townsend seconded. The motion passed unanimously.

MOTION: Member Hales moved to approve Standard 3 – Professional Obligations with the addition of an Indicator 3 – The teacher follows district/school/state regulations, procedures and policies specific to the role and responsibility of the teacher. Member Cheney seconded. The motion passed unanimously.

REVIEW AND DISCUSS THE MOTIONS MADE BY THE TLC AT THE NOVEMBER 14, 2012 MEETING REGARDING THE “GROUP 3 – SPECIALIST PERSONNEL”, INCLUDING SHARING THE FEEDBACK BY THE GROUP 3 TECHNICAL ASSISTANCE TEAM IN RESPONSE TO THOSE MOTIONS, AND DETERMINE IF THERE ARE ANY ADDITIONAL RECOMMENDATIONS OR ACTION AROUND THOSE MOTIONS

Ms. James reported that the TAT reviewed and agreed that the motions passed by the TLC are a good broad foundation for moving forward. The TAT stressed the need for flexibility to account for roles, responsibilities, and job context. The TAT requested that the TLC consider the factors of the various “specialist personnel” that support those students.

Ms. James reviewed the motion made at the November 2 meeting which was adopted at the November 14, 2012 TLC meeting with a recommendation for it to be reviewed at the November 28, 2012TLC meeting.

Following discussion and to ensure that the motion is on the record, the following motion was made:

MOTION: Member Cheney moved that the TLC recommend to the Board of Education that NRS 391.460 be modified for the inclusion of specialist personnel as part of a statewide performance evaluation system provided that certain parameters are met and include provision of some assurances for evaluation framework flexibility to account for roles and responsibilities and local job context (e.g., job descriptions and job assignments). Specialist personnel would consist of those who serve as licensed employees and who spend at least 50% of the work year devoted to providing educational services that support students to access and/or process the curriculum to meet the academic standards within the realm of all education settings. A differentiated timeline would be applied so that results of Group 1 and Group 2 field studies, implementation, and evaluation and recommendations of each specialist personnel stakeholder group can be considered in the development of Group 3 specialist personnel evaluation frameworks within a 5 year period. Member Galland-Collins seconded. The motion passed unanimously.

A break was granted at 10:11 A.M.

The meeting reconvened at 10:30 A.M.

PROPOSE, REVIEW, DISCUSS, AND ADOPT RECOMMENDATIONS FOR THE METHODOLOGIES TO BE USED TO DETERMINE FINAL SCORES FOR ALL TEACHERS THROUGH THE NEVADA TEACHER EVALUATION FRAMEWORK AND ADMINISTRATORS THROUGH THE NEVADA ADMINISTRATOR EVALUATION FRAMEWORK

Dr. Rabinowitz reviewed two options for calculating and producing a final score for Group 1 teachers and producing a weighted score. Option 1 is the sum or weighted average to determine the final score with instructional practice at 35%, professional responsibility at 15%, and student outcomes at 50%. Option 2 is evaluative rating in each domain with instructional practice at 35%, professional responsibility at 15%, and student outcomes at 50%; this assigns weights to each domain to determine a final score.

The following issues were discussed:

- It was stated that it was previously discussed that errors could be possible in observations.
- The TLC stated that they still need to define IE-ineffective, ME-minimally effective, E-effective, and HE-highly effective.
- Concerns that a teacher’s evaluation score will be based upon the school’s student outcomes and the outcomes of other teacher’s student scores within their school.
- Conjunctive and compensatory mapping can address issues with at-risk schools, etc., and can define by type of school and types of students.
- If there are large discrepancies in observations and student outcomes then there is a need to look at the observation and this may be an issue for the Department of Education to monitor.
- The fidelity of the system falls to administrative responsibility and accountability at the administrative level.
- 95-99% of Group 1 teachers are currently evaluated at the highly effective level and what makes us think that this process will change the system with observations right away.
- Expectations are not consistent school to school.
- This is a complex system with the need to conduct the validation studies to assign scores.

The TLC held a discussion regarding the pros and cons of both options.

Dr. Rabinowitz suggested that the TLC make a philosophical statement for the record.

MOTION: Member Peterson moved that the TLC adopt the Teacher Evaluation Framework that provides qualitative performance ratings in addition to numerical score for each of the domains, whereby the final score and rating will be calculated as a result of a weighted average across the three domains. Member Townsend seconded. The motion passed unanimously.

MOTION: Member Hales moved to adopt a guiding belief that supports, in principle, that any Group 1 teacher who receives an “ineffective” rating in Instructional Practice, cannot earn an overall “effective” rating, but in practice wait until the validation studies; student outcomes makes an overriding statement of teacher effectiveness. This motion did not receive a second.

Member Cheney recommended that the TLC revisit the caveats one year from today, based on the validation studies on instructional practice and student outcomes.

MOTION: Member McCormick moved to adopt a Guiding Principle to evaluate the following caveats to the calculation of the overall Teacher Evaluation Framework score as part of the validation process. For Group 2 teachers having an in “effective” rating in Instructional Practice precludes an overall rating of “effective” or “ineffective”. For Group 1 teachers having an “ineffective” rating in Student Outcomes precludes an overall score of “effective” or “highly effective”. Member Cheney seconded. The motion failed with a vote of 5–affirmative votes and 8–opposition votes.

A lunch break was granted at 12:02 P.M.

The meeting reconvened at 12:36 P.M.

(Member Fitzpatrick was not in attendance, due to a conflicting engagement.)

REVIEW AND DISCUSS THE NEVADA ADMINISTRATOR EVALUATION FRAMEWORK, AND TAKE ACTION TO APPROVE THE EDUCATIONAL PRACTICE AND STUDENT PERFORMANCE DOMAINS, INCLUDING THE CONTENT AND WEIGHTING FOR THE HIGH LEVERAGE INSTRUCTIONAL LEADERSHIP PRINCIPLES, THE PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS AND THE STUDENT OUTCOME MEASURES

Ms. Holdheide reviewed the Administrator High Leverage Leadership Principles and the amendments based on the recommendations from the Parent Advisory Council.

Following discussion, the following amendment was proposed to the Administrator High Leverage Leadership Principles and Indicators:

- Principle 4, Indicator 3, to read, “Administrator allocates and reallocates resources effectively, including organizing time, to support learning goals.”

MOTION: Following discussion, Member Peterson moved for the TLC to adopt the Administrator High Leverage Leadership Principles and Indicators as submitted and amended with amendments suggested today and with recommendations from the Parent Advisory Council. Member Crowley seconded. The motion passed unanimously.

Ms. Holdheide reviewed the Administrator Professional Responsibilities Standards and Indicators based on the recommendations from the Parent Advisory Council.

Following discussion, the following amendments were proposed to this framework:

- The language “Standards” to be amended to “Principles”.
- Principle 1, Indicator 1, add the following language, “and uses data to complete the teacher evaluation framework.”
- Principle 1, Indicator 3, to read, “The administrator supports the development of teachers as leaders and providers leadership opportunities.

MOTION: Following discussion, Member Small moved for the TLC to adopt the Administrator Professional Responsibilities Principles and Indicators as amended and to reflect the suggestions made today and recommendations of the Parent Advisory Council. Vice Chair Barker seconded. The motion passed unanimously.

MOTION: Following a discussion regarding an Administrative Literature Review; Member Crowley moved for the TLC to recommend that a Literature Review be developed, as developed for the Teacher Framework, for the Administrative Framework. Member Galland-Collins seconded. The motion passed unanimously.

(Member Fitzpatrick rejoined the meeting at 1:15 P.M.)

PROPOSE, REVIEW, AND DISCUSS CONSIDERATIONS REGARDING DEVELOPMENT AND IMPLEMENTATION OF A WORK PLAN TO VALIDATE AND PILOT INDIVIDUAL COMPONENTS OF AS WELL AS THE FULL OPERATIONAL SYSTEM OF THE NV TEACHER EVALUATION FRAMEWORK AND THE NEVADA ADMINISTRATOR EVALUATION FRAMEWORK

Dr. Rabinowitz reviewed the Proposed Timeline for Validation Studies as follows:

Phases: Phase 1 – spring/summer of 2013; Phase 2 – fall/winter of 2013; Phase 3 – spring/summer of 2014; Phase 4 – fall/winter of 2014.

Validation Studies:

Data Systems (SAIN) – Phase 1 – validate teacher data in SAIN and identify required data fields; Phase II – prepare data system to run full scale validation in spring/summer 2014; Phase III – incorporate all external data feeds; and Phase IV – full rollout to schools/teachers for input.

Student Outcomes (with focus on growth models) – Phase 1 – Run NV Growth Model and VAM, compare growth models, and identify the model to use; Phase II – Collect teacher and school level data for growth model and run 2012-2013 growth scores; Phase III – run 2013-2014 growth scores; and Phase IV – Year 1 roll out.

Instructional Practice - Phase I – Run small validation study of full observation rubrics for feasibility and fidelity. Validate observation scores against other measures (e.g.: previous scores, administrator agreement, test scores). Train all educators to use; Phase II – Run full validation of observation rubrics, with feedback loop from teachers and administrators and update rubrics and provide training as necessary; Phase III – Continue and update training and incorporate with data systems; and Phase IV – Year 1 roll out.

Professional Responsibilities – Phase I – Finalize development and develop training; Phase II – Run small validation study of professional responsibilities (overlap with observation rubric validation for comparison); Phase III – Run full validation study of professional responsibilities and train all teachers; and Phase IV – Year 1 roll out.

Full Evaluation Framework – Phase I – Begin rollout of high-level communication aimed at different stakeholders and include timeline; Phase II – Run small simulation study using all data components; Phase III – Run larger simulation study and communication roll out; and Phase IV – Year 1 roll out.

There was discussion that the exception to this would come because of a large price tag to manage the data that affects the student outcomes. There was discussion that the validation study will come with a large price tag and there will be a request to the Nevada Legislature to fund this project.

Member Fitzpatrick reported that Superintendent Guthrie and the NDE Executive Leadership Team has prioritized the funding of the statewide educator evaluation system and the data system development.

There was discussion regarding the communication of this framework process; it was stated that the Department currently does not employ a public information officer, but the Department is committed to bringing together stakeholders, such as the TLC, to think about the messaging and will continue with aligned messages towards the priorities and focus on messaging aligned to the bigger picture.

ACTION: Member Crowley requested that Dr. Rabinowitz provide a copy of the proposed timeline to the TLC Council Members.

MOTION: Member Galland-Collins moved for the TLC to adopt the working timeline for validation studies for both the teacher and administrator frameworks. Member Crowley seconded.

There was discussion regarding the possibility that student and teacher identification will be linked to the data and there was an inquiry into what Plan B would be.

Chair Salazar reiterated that the timeline is dependent upon a number of priorities happening.

Chair Salazar called for a vote on the motion and the motion passed unanimously.

PROPOSE, REVIEW, DISCUSS AND ADOPT RECOMMENDATIONS FOR THE METHODOLOGIES TO BE USED TO DETERMINE FINAL SCORES FOR ALL TEACHERS THROUGH THE NEVADA TEACHER EVALUATION FRAMEWORK AND ADMINISTRATORS THROUGH THE NEVADA ADMINISTRATOR EVALUATION FRAMEWORK

Ms. Shin stated that based on prior TLC discussion, the Administrator Evaluation Framework weightings would mirror the Teacher Evaluation Framework weightings.

MOTION: Member Collins moved for the TLC to adopt the weightings (summative rating) for the Administrator Framework, to be parallel and mirror the Teacher Framework weightings - which provides qualitative performance ratings in addition to a numerical score for each of the domains, whereby the final score and rating will be calculated as a result of a weighted average across the three domains. Member Townsend seconded. The motion passed unanimously.

A break was granted at 2:19 P.M.

The meeting reconvened at 2:46 P.M.

DISCUSS THE ASSOCIATED COSTS FOR DEVELOPING AND IMPLEMENTING THE NEVADA TEACHER EVALUATION FRAMEWORK AND NEVADA ADMINISTRATOR EVALUATION FRAMEWORK AND TAKE ACTION REGARDING APPROVAL OF A PRESENTATION OF SUCH INFORMATION TO THE STATE BOARD OF EDUCATION AT A PUBLIC WORKSHOP AND/OR PUBLIC HEARING

Member Fitzpatrick handed out and reviewed the Systems Development and Implementation Cost Development Table and requested feedback from the Council to ensure that the boxes are in the correct place and solicited any amendments.

The following amendments were recommended to the document:

- Item 17 – separate training and place under state responsibility;
- Under category: Professional Development, #4 add language, “roll out using Common Core”;
- Under category: System Evaluation, amend to System AND Evaluation and Item 11 to read, “Revisions to system monitoring and based on progress monitoring data”. Item 11 also with costs in Installation and a New Cost. This category will be an ongoing cost.
- Under category: Communication, Item 20 to read, “Initial Implementation Efforts”;
- Use consistent language for validation and layer TLC Council content into the cover page framework if used as a communication tool;
- Prioritize the categories as follows: 1) Data Collection; 2) Developing Instruments/Tools Off-the-Shelf Products; 3) Technical Validation; 4) Professional Development; 5) Project Management. It was also discussed with regards to the priorities that even though they are to be assigned a priority number, they be overlapping priorities.

Member McCormick suggested to identify the variable and fixed costs.

Member Peterson recommended that the costs need to be identified for Legislators.

MOTION: Member Hales moved to adopt the Project Cost Analysis Table with amendments as noted and present to the State Board of Education and designate overlapping priorities as 1) Data Collection; 2) Developing Instruments/Tools Off-the-Shelf Products; 3) Technical Validation; 4) Professional Development; 5) Project Management. Member Cheney seconded. The motion passed unanimously.

TAKE ACTION TO RECOMMEND THE STATE BOARD ADOPT A PROCESS FOR LOCAL SCHOOL DISTRICTS TO APPLY TO THE NEVADA DEPARTMENT OF EDUCATION AND SEEK APPROVAL TO USE LOCALLY DEVELOPED OR NATIONALLY RECOGNIZED TOOLS AS PART OF THE EVALUATION PROCESS FOR TEACHERS AND/OR ADMINISTRATORS, REQUIRING DISTRICTS TO DEMONSTRATE HOW THE TOOLS ARE ALIGNED WITH THE ADOPTED FRAMEWORKS AND HOW THEY ENSURE THAT THE INSTRUCTIONAL AND/OR INSTRUCTIONAL LEADERSHIP PRINCIPLES ARE MEASURED IN WAYS COMPARABLE TO THOSE UNDERTAKEN THROUGH THE STATE-DEVELOPED RUBRICS

Chair Salazar stated that this item was previously discussed by the TLC for school districts to adopt tools aligned with the adopted frameworks.

Member Fitzpatrick stated that this item was for the TLC to formally adopt a motion on this item.

MOTION: Member Hales moved for the TLC to recommend that the State Board of Education require the Department of Education develop and adopt a process to allow local school districts to apply to the Nevada Department of Education and seek approval to use locally developed or nationally recognized tools as part of the evaluation process for teachers and/or administrators, requiring districts to demonstrate how the tools are aligned with the adopted frameworks and how they ensure that the instructional and/or instructional leadership principles are measured in ways comparable to those undertaken through the state-developed rubrics. Member McCormick seconded. The motion passed unanimously.

Member Crowley stated that while the flexibility is a good idea, it will be hard for school districts to develop a comparable tool.

TAKE ACTION TO RECOMMEND THE STATE BOARD REQUIRE THE NEVADA DEPARTMENT OF EDUCATION TO ESTABLISH A TECHNICAL ADVISORY COUNCIL, INCLUDING NATIONAL EXPERTS IN ASSESSMENT, MEASUREMENT, EDUCATOR PRACTICE, AND WITH KNOWLEDGE OF

ASSESSMENT DESIGN OF THE TECHNICAL PROPERTIES NEEDED TO INCREASE VALIDITY AND RELIABILITY OF TYPICAL GROWTH PATTERNS FOR STUDENTS, INCLUDING STUDENTS WITH SPECIAL NEEDS AND ELLS OF STANDARDS AND CURRICULUM AND ACCESSIBILITY NEEDS TO GUIDE THE STATE’S DETERMINATIONS ON STATE AND DISTRICT ASSESSMENTS AND THEIR USE AS A FACTOR IN TEACHER AND LEADER EVALUATION

Chair Salazar stated that this was previously discussed by the TLC and this item allows the TLC to formally adopt a motion to make recommendations to the State Board of Education with regards to this item.

MOTION: Member Small moved for the TLC to recommend that the State Board of Education require that the Department of Education establish a Technical Advisory Council (TAC) including national experts in assessment, measurement, educator practice, and with knowledge of assessment design of the technical properties needed to increase validity and reliability of typical growth patterns for students - including students with special needs and English language learners, relative to standards and curriculum, and accessibility needs - to guide the State’s determinations on State and District assessments and their use as a factor in teacher and leader evaluation and ensure expertise of subpopulations. Member Galland-Collins seconded. The motion passed unanimously.

TAKE ACTION TO RECOMMEND THE STATE BOARD REQUIRE THE NEVADA DEPARTMENT OF EDUCATION CREATE A PLAN TO MONITOR DISTRICT IMPLEMENTATION FIDELITY, A STRATEGIC PLAN TO EVALUATE SYSTEM EFFECTIVENESS (E.G. STAKEHOLDER SATISFACTION AND PERCEPTION, IMPACT ON TEACHER PRACTICE AND STUDENT LEARNING, TEACHER RETENTION), AND A STUDY TO DETERMINE PROCESS VALIDITY

Chair Salazar stated that this is the oversight piece for the frameworks. Member Fitzpatrick stated that creation of this plan would ensure that a monitoring system and evaluation plan is in place.

MOTION: Member Hales moved for the TLC to recommend to the State Board of Education to require the Department of Education, in consultation with stakeholders, create a plan to monitor District implementation fidelity, with a strategic plan to evaluate system effectiveness and a study to determine process validity, and for the Teacher and Leaders Council to be a part of this process. Member Small seconded. The motion passed unanimously.

REVIEW, RETHINK, DISCUSS, REFINE, MAKE CHANGES TO AND POSSIBLY APPROVE A NOVEMBER 28, 2012 VERSION OF THE SYSTEMS GUIDELINES WHITE PAPER

Chair Salazar stated that the White Paper is still in the editing mode from the November 14th TLC meeting and action taken by the TLC at today’s meeting will be added to the final draft.

ACTION: Chair Salazar stated that the final draft of the White Paper will be provided to TLC members prior to the December 14th State Board of Education meeting.

MOTION: Member Hales moved that the White Paper clearly state that because fair and valid assessments are not currently available for all teachers, it acknowledge that when the assessments are available, the TLC supports moving as quickly as possible to acquire measures that allow a majority of the student outcome domain and teacher evaluations to be based on individual teacher’s student achievement data. Member Fitzpatrick seconded. The motion passed unanimously.

MOTION: Member Peterson moved for the White Paper to reflect the TLC’s concern that District personnel must be held accountable to ensure evaluations occur. Member Hales seconded. Chair Salazar called for a vote on the motion. The motion passed unanimously.

MOTION: Member Hales moved for the TLC to adopt the Guiding Belief that a fully effective Evaluation System must hold educators accountable for student achievement by including in individual teacher’s evaluation, the student achievement data of students in the classroom, and include in individual administrator’s evaluation, achievement data of students in their school to the extent valid measures are available. Member McCormick seconded. Following a discussion with regards to the Guiding Belief and concerns expressed with this Guiding Belief, Chair Salazar called for a vote on the motion. The motion passed with three Members in opposition (Vice Chair Barker, Member Crowley and Member Townsend).

MEETING SUMMARY

Chair Salazar stated that the key piece is that any motions and actions taken at today’s meeting will be included in the White Paper.

SUMMARY OF FINAL TLC RECOMMENDATIONS TO THE BOARD

Member Fitzpatrick reviewed the process whereby the adopted recommendations of this Council will be submitted and reviewed by the State Board of Education at a workshop to be held on December 14, 2012. The workshop will start at 10:00 a.m. with video broadcast at the Nevada Department of Education offices in Carson City and Las Vegas. The State Board will hold a public hearing on January 25, 2013.

On June 14, 2013 it is anticipated that the State Board of Education will hold another public hearing with the amendments proposed during the Legislative Session, if adopted by the Nevada Legislature.

Member Fitzpatrick stated that this is an entirely new State Board of Education and there will be a new member orientation meeting on January 14, 2013 which will include an agenda item for a review of the TLC recommendations and any comments received at the December workshop.

ACTION: Ms. Thake will distribute the State Board of Education workshop materials to the Council members.

Member Cheney requested that at the next TLC meeting a discussion take place regarding teachers who take student teachers into their classroom and the effect that might have on their evaluation.

ACTION: Chair Salazar stated that the next meeting of the TLC is scheduled for February 25, 2013, with the meeting location to be determined.

ADDITIONAL COUNCIL MEMBER COMMENTS

Member Fitzpatrick reported on the meeting with Governor Sandoval. Governor Sandoval expressed his gratitude to all of the Council Members and stated that he was impressed and proud of the work that has been accomplished. Governor Sandoval stated that he will support the work of the Council and is in support of all of the proposed legislative amendments and understands the importance of the validation studies.

Vice Chair Barker expressed concern regarding this unfunded mandate and questioned whether this evaluation system will be fully funded in the future. Member Fitzpatrick replied that no specific dollar amount has been discussed, but the Governor supports the TLC work and recommendations.

Chair Salazar stated funding is always an issue but that Governor Sandoval stated that this evaluation process is an important legacy for him. Chair Salazar stated that in the meeting she felt a genuine concern by Governor Sandoval was expressed in recognizing professional development .

Member Peterson thanked Chair Salazar and Member Fitzpatrick for their leadership during this process.

PUBLIC COMMENTS

There were no public comments.

MEETING ADJOURNMENT

Chair Salazar adjourned the meeting at 4:22 p.m.

